INSTITUTIONAL PROGRAM REVIEW 2014 – 2015
Program Efficacy Phase: Instruction
DUE: April 13, 2015

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each Fall, and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each Fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written (and submitted to the Dean) so that your review team can work with you at the small-group workshops (Feb 13, Feb 27, Mar 27, and Apr 10, 2015). Final documents are due to the Committee co-chair by **Friday, April 13, 2015** at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will work with the writer as they draft their documents during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. As such, the efficacy process now incorporates the EMP sheet, a curriculum report, SLO/SAO documentation already generated elsewhere. The committee continues to strive to reduce duplication of other information while maintaining a high-quality efficacy process.

Program Efficacy
2014 – 2015

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Welding Technology

Name of Division

Applied Technology, Transportation and Culinary Arts

Name of Person Preparing this Report	**Extension**
Eddie Sanker	8903

Names of Department Members Consulted

Christopher Barta Bryce Cacho Daniel Comiskey Joshua Milligan Nicholas Wellenstein

Name of Reviewers

Sheri Lillard Diane Dusick Kay Weiss

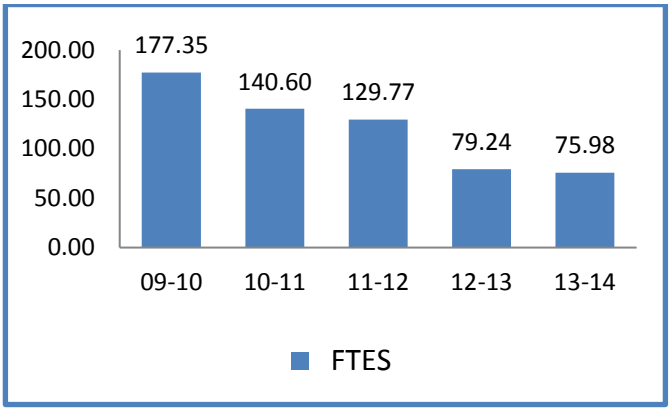
Work Flow	**Due Date**	**Date Submitted**
Date of initial meeting with department		
Final draft sent to the dean & committee		
Report submitted to Program Review Team		
Meeting with Review Team		
Report submitted to Program Review co-chair		

Staffing

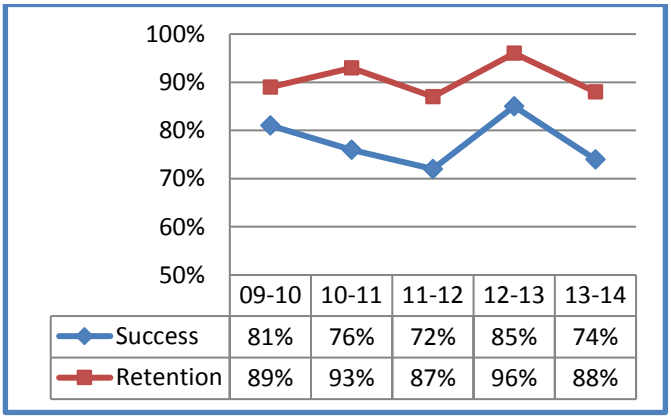
List the number of full and part-time employees in your area.

Classification	**Number Full-Time**	**Number Part-time, Contract**	**Number adjunct, short-term, hourly**
Managers	1		
Faculty	1	6	
Classified Staff			2
Total			

PROGRAM: PLEASE INSERT YOUR RECENT EMP FROM FALL 2014



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	624	506	374	429	463
FTEF	8.56	8.05	8.47	6.59	7.84
WSCH per FTEF	622	524	460	361	291



Description:

The program provides training in all areas of welding technology including Oxy-fuel, Shielded Metal Arc, Gas Metal Arc, Flux-cored Arc, Gas Tungsten Arc and prepares students to become American Welding Society (AWS) certified welding inspectors or LA City certifed structural welders. The department strives to provide industry relevant technical training to train students for the welding profession. The program offers an A.S. degree and academic certificates in welding technology.

Assessment:

- The curriculum was revamped to provide sequential courses with clear entry and exit points and logical pre-requisites
- Consolidated welding courses with 12 units each and repeatability were deleted only a year ago. This caused the number of sections/enrollment to drop significantly but it is slowly rising
- Only one full time faculty for FTEF of 7.84
- Hired an adjunct with expertise in pipe welding
- Removed 3 repeatable 13 unit courses is reason why WSCH is low; which provides for a stronger program over time

Department Goals:

- Hire a full time faculty with specialization in pipe welding
- Promote program by creating better advertisements, signage, and networks with our local high schools and community
- Diversify the curriculum and purchase equipment in areas such as robotic welding, welding simulation, metal crafting/sculpting and local industry needs.
- Form a more active Industry Advisory Board
- Increase certificate/degrees awarded

Challenges & Opportunities:

- Due to space limitations, large heavy materials must be handled in small confined spaces indoors or in exposed areas outdoors.
- Strength of material lab has outdated equipment
- Front lab needs painting and thorough renovation due to confined work spaces and lack of maintenance.

	09-10	10-11	11-12	12-13	13-14
Sections	66	52	34	32	39
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	2	0	0	1	1
Certificates awarded	6	6	3	4	1

Action Plan:

- Hire a partime classified assistant and full time faculty with specialization in pipe welding to meet the needs of the oil and gas industry
- Build an outdoor awning and secure area on west wall of both the front and back lab for the handling and cutting of material.
- Update and expand front lab facilities to include Strength of materials lab to OSHA standards. Expand internship opportunities for students similar to the successful summer 2014 program with California Steel Industries, Inc.

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides evidence that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Demographics - Academic Years - 2011-12 to 2013-14		
Demographic Measure	**Program: Welding**	**Campus-wide**
Asian	4.2%	5.2%
African-American	14.1%	14.2%
Hispanic	50.4%	59.2%
Native American	1.0%	0.3%
Pacific Islander	0.4%	0.4%
White	28.5%	16.8%
Unknown	1.4%	3.9%
Female	7.5%	54.8%
Male	92.5%	45.1%
Disability	10.1%	5.7%
Age Min:	20	14
Age Max:	72	84
Age Mean:	32	29

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

The students in the welding department in some categories do reflect the composition of the students at Valley College and the surrounding Inland Empire; with the exception of White, Female and Male students. White male students are the majority of the welding industry employees regionally and nationally. This indicates the value of the program by white students commuting to SBVC to acquire professional training in Welding Technology. Since WWII when the welding industry experienced an increase in female and minority workers out of necessity of military need the industry experienced a steady decline of this category of workers across the nation. This is an issue of concern as far as outreach is concerned but this industry trend will probably remain because of cultural stereotypes, the demand of dexterity, and job conditions. Nevertheless, plans are in process to expand these special populations by posting advertisements of female minority welding trainnees at strategic sites and hiring a female instructor as well as actively reaching out to the female and minority populations on our campus and in our community. This being said the students represent a diverse, cultural and ethnic background. We promote unbiased service to all of our students who attend our college and the industry employers resoponded positivily on our behalf. We have set up partnerships, with San Bernardino Steel, and California Steel Industries. Employers have said recently, "Valley welding students are very well trained, reliable and knowledgable of industry standards."

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

All welding classes are taught in three formats: day classes, evening classes and weekend classes. We offer a variety of time slots to help students to complete classes, certificates, degrees and licenses. This program attracts a variety of students, high school graduates, career transition individuals, former members of government correctional centers, and workers in the trades. The classes are taught by highly skilled faculty both full-time and adjunct. All instructors and professors help in job placement and all are certified welders with the American Welding Society {AWS} and licensed through the cities of San Bernardino and Los Angeles. The majority of our welding instructors are also AWS Certified Welding Inspectors and Certified Welding Educators. There are plans to purchase welding simulators to cut learning time, fumes, and materials. This will greatly improve our ability to educate first level students in a much more proficient way because simulatora not only provide shorter skills transitions and tremendous green initiative benefit it also provides more comprehensive digital assessment of welders performance and metrics. This allows the first level students valuable feed back to correct errors in body mechanics and manipulation of application.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate analysis of the data provided with respect to relevant program data.	Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete.	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete.

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

Though the data shows a downward trend 2014-15 will show an enormous increase in certificates awarded. This increase was due to an intentional approach by faculty to help students develop Educational plans with school counselors. The down turn of enrollment, retention, and success was due to the necessity of cutting half of the sections offered (which included a stacked 13 credit course), reduction of faculty, and adding of prerequisites to develop a clear entry and exit to the program. This down turn is temporary. The program will improve overtime because of a systematic sequence of classes and appropriate levels of training for students in those classes. Curriculum has been improved and courses added to offer more options for entry level and advances level welding students.

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

The American Welding Society has projected that over the next ten years, there will be a need of over 250,000 welders across the nation. This is due to the baby boomers retiring, community colleges and trade schools not filling the demand. At SBVC we are doing everything possible with a minimal faculty and staff support to increase the output of trained students from renovating our labs with new technologies, equipment, and classes at targeted industry need. One example is offering a Certified Welding Inspection course every summer and the intro pipe welding and advanced pipe welding courses. These regularity and new certificates will enable our students enable not only current students to develop their skils but also skilled professionals to reach higher levels of the workforce increase our service to our industry partners.

California has the second highest amount of welding jobs in the nation with 25,030 welders. The average wage per hour is currently $20.45 and the average annual salary is $42,540.00. Industries with the highest level of employment in the occupation are Architectural and Structural Metal Manufacturing. There is a large concentration of these industries in the Inland Empire. The third highest metropolitan area in the nation in this occupation is southern California. Welding is one of the fastest growing fields in this area.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs. (INSERT SLO COURSE GRID)

See Strategic Goal 2.11

CLASSES
Courses to be Assessed 2015
WELD 010
WELD 012
WELD 045
Courses to be Assessed 2016
WELD 015
WELD 046
WELD 060
WELD 077
Courses to be Assessed 2017
WELD 027
WELD 028
WELD 066

All of the above courses are being evaluated continuously by the department from data collected by instructors of SLO percentages. Data has been collected for courses in the SLO cloud. The above grid is a development of a 3 year cycle to evaluate all courses. Department faculty have met to discuss SLOs. There is a consensus that classes need to add additional hours to 3 credit lab intensive courses because the majority of students are needing outside lab hours to complete written and lab assignments.

Instructional Program SLOs. If your program offers a degree, certificate, or TMC, describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Include a discussion of how the **courses are mapped to the program**, and how this set of data is either being evaluated or is planned to be evaluated. If your program does not offer a degree, certificate, or TMC, this section is optional (but encouraged). (INSERT MAPPING GRID & RECENT PROGRAM EVAL. INFORMATION)

Welding AS Degree

	General Welding AS Degree	entry into the welding field as a certified/licensed welder	entry into the welding field as an inspector	reading and interpreting welding symbols and blueprints	layout and fitting of steel structures	performance standards that meet the American Welding Society's guidelines
CLASSES						
WELD 010	X			X		X
WELD 012	X			X		X
WELD 015	X	X		X		X
WELD 027	X	X	X			X
WELD 028	X	X	X			X
WELD 045	X			X	X	X
WELD 046	X	X		X	X	X
WELD 060	X	X		X	X	X
WELD 066	X	X	X			X
WELD 077	X	X				X

General Welding Certificate

	General Welding Certificate	entry level employment as a certified/licensed welder	determining correct electrode type, size and classification for a given job	preparing metal samples for hardness and tensile testing	setting and adjusting voltage, amperage and wire speed for correct welding	reading and interpreting blue prints
CLASSES						
WELD 010	**X**		**X**		**X**	**X**
WELD 012		**X**	**X**		**X**	**X**
WELD 015	**X**	**X**	**X**		**X**	**X**
WELD 027	**X**			**X**		
WELD 028	**X**			**X**		
WELD 045	**X**		**X**		**X**	**X**
WELD 046	**X**	**X**	**X**		**X**	**X**
WELD 060	**X**	**X**	**X**		**X**	**X**
WELD 066	**X**	**X**	**X**	**X**	**X**	**X**
WELD 077	**X**	**X**	**X**		**X**	**X**
TECALC 087 or MATH 942	**X**	**X**				

Shielded Metal Arc Welding Certificate

	Shielded Metal Arc Welding (SMAW) Certificate	entry level employment as a certified/licensed welder	proper identification of electrodes as per AWS standards	trouble shooting welding defects and corrective actions
CLASSES				
WELD 023	**X**		**X**	**X**
WELD 045	**X**	**X**	**X**	**X**
WELD 046	**X**	**X**	**X**	**X**

Welding Inspection Certificate

	Welding Inspection Technology Certificate	the AWS certified welding inspector examination	the ICBO or ICC welding inspector examination	determination of welding defects and the effects on soundness of welds	visual inspection of welds as to AWS standards
CLASSES					
WELD 010	**X**				**X**
WELD 027	**X**			**X**	**X**
WELD 028	**X**			**X**	**X**

WELD 045	X			X	X
WELD 065	X	X		X	X
WELD 067	X	X	X	X	X

See Strategic Goal 2.11

Program offers an A. S. degree in General Welding, and certificates in General Welding, Shielded Metal Arc Welding, and Certified Welding Inspection. Department faculty meet regularly to assess, current needs, discuss lab and classroom success and challenges, as well as to review course and program LOs. LO reviews are then used to update or create curriculum when necessary. Courses are mapped to the program to create a clear entry, systematic learning levels, and exit. This set of data is evaluated yearly to allow time for any changes within program to show trends and patterns which will help faculty to address any program need or industry demands

Institutional SLOs/Core Competencies. Complete the **Core Competency grid** below (INSERT CORE COMPETENCY GRID). Describe how the Institutional SLOs/Core Competencies are being used to improve student learning in your program (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs.

	San Bernardino Valley College Department: Welding For each course, use an x to identify the core competencies that are given a major emphasis and are measured.	Weld 060	Weld 062	Weld 063	Weld 064	Weld 065A	Weld 066A	Weld 067A	Weld 070	Weld 077x4	Weld 123	Weld 127	Weld 128	Weld 145	Weld 146	Weld 147	Weld 198
Commun.	1.1 Read and retain information	X	X	X	X	X	X	X			X	X	X	X	X	X	X
	1.2 Write clearly					X		X									
	1.3 Speak clearly																
	1.4 Employ vocabulary of the subject studied	X	X	X	X	X	X	X			X	X	X	X	X	X	X
	1.5 Demonstrate active listening skills																
Info Comp	2.1 Find and interpret information	X					X	X			X						
	2.2 Evaluate authority and bias of information																
	2.3 Utilize technology to organize and present information																
	2.4 Demonstrate working knowledge of basic computer function																
Critical Thinking	3.1 Evaluate strengths, weaknesses and fallacies of logic																
	3.2 Locate, evaluate and select evidence to support or discredit an argument																
	3.3 Construct a persuasive argument																
	3.4 Apply learned knowledge to new situations		X	X	X	X					X			X	X	X	
	3.5 Apply principles of scientific reasoning to solve problems																
	3.6 Defend a logical hypothesis to explain observed phenomenon																
Ethics	4.1 Accept responsibility for own actions								X	X							X
	4.2 Demonstrate respect for a diversity of ideas and the rights of others																
	4.3 Exhibit personal, professional and academic honesty					X											
	4.4 Display behavior consistent with ethical standards w/in a discipline																
	4.5 Apply lessons from the past to ethical issues faced in the present																
	4.6 Evaluate own ethical beliefs in relationship to moral dilemmas																
	4.7 Assume civic, political or social responsibilities																
Creative Expression & Self Awareness	5.1 Recognize own strengths and weaknesses								X	X							X
	5.2 Recognize own biases and values																
	5.3 Recognize own learning style																
	5.4 Give and receive constructive feedback							X									X
	5.5 Develop time management skills																
	5.6 Set goals for educational, personal and professional development																
	5.7 Set goals to create balance in personal and professional life																
	5.8 Evaluate diverse artistic works																
	5.9 Demonstrate creative thought through original expression																
Social Interaction & Cultural Diversity	6.1 Demonstrate etiquette in face-to-face and written interactions																
	6.2 Work effectively in group settings								X	X		X	X				X
	6.3 Utilize conflict resolution skills																
	6.4 Demonstrate knowledge of and respect for other cultures																
	6.5 Demonstrate knowledge of and respect for one's own culture																

See Strategic Goal 2.11

Institutional SLOs/Core Competencies are being used to improve student learning in our program by faculty routinely reviewing SLOs/Core Competencies to create classroom and lab assignments and experiences to teach, evaluate and measure student's performance and comprehension of SLOs/Core Competencies. Faculty then meet to make revisions if necessary.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

San Bernardino Valley College Welding Technology Department provides a quality full service industry standard welder training and education program with a variety of up to date state of the art welding technologies to a diverse community of learners.

How does this purpose relate to the college mission?

San Bernardino Valley College Welding Technology Department is fully supportive of the college mission and is continually seeking ways to improve program to reach and support a diverse community of learners.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

Though our WSCH per FTFE is a low 291 our FTE is still very high 7.84. There was a time that WSCH for our department was above an unheard of 600. This was due to stack courses in a13 credit single Consolidated Welding course which rotated lab and lecture to different internal classes. This course has been dismantled to provide overtime individual courses. This has caused a severe drop in WSCH per FTFE. Nevertheless, in heavily lab intensive individual courses WSCH per FTFE are next to impossible to meet. This is due to limit of stations of lab and restrictions of class size.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

All curriculum is up to date. WELD 098 Welding Work Experience will be reviewed this year 2015.

Applied Technology, Transportation & Culinary Arts				
Welding Technology				
	Course	**Status**	**Last Content Review**	**Next Review Date**
	WELD010 Introduction to Welding	Active	12/06/2012	12/06/2018
	WELD012 Oxy-Acetylene Welding	Active	12/06/2012	12/06/2018
	WELD015 Beginning Gas Tungsten Arc Welding (GTAW)	Active	04/15/2013	04/15/2019
	WELD027 Inspection of Welds: Destructive Tests	Active	11/25/2013	11/25/2019
	WELD028 Inspection of Welds: Non-Destructive Examination	Active	04/15/2013	04/15/2019
	WELD045 Beginning Shielded Metal Arc Welding (SMAW)	Active	11/25/2013	11/25/2019
	WELD046 Intermediate Shielded Metal Arc Welding (SMAW)	Active	04/15/2013	04/15/2019
	WELD047 Power Plant and Field Pipe Welding I	Active	11/25/2013	11/25/2019
	WELD048 Power Plant and Field Pipe Welding II	Active	10/21/2013	10/21/2019
	WELD060 Layout Fitter	Active	04/15/2013	04/15/2019
	WELD061 Layout Fitter II	Active	12/04/2006	12/04/2012
	WELD065 Welding Inspection Visual	Active	04/15/2013	04/15/2019
	WELD066 Los Angeles City Welding Certification	Active	04/15/2013	04/15/2019

	WELD067 Structural Steel Special Inspection (ICBO)	Active	04/15/2013	04/15/2019
	WELD068 Los Angeles City Reinforcing Steel and Structural Sheet Steel (Light Gauge)	Active	11/25/2013	11/25/2019
	WELD077 Introduction to Continuous Wire Welding	Active	04/15/2013	04/15/2019
	WELD098 Welding Work Experience	Active	11/23/2009	11/23/2015
	WELD099 Independent Study in Welding Technology	Active	10/21/2013	10/21/2019
	WELD027 Inspection of Welds: Destructive Tests	Launched	11/25/2013	11/25/2019
	WELD028 Inspection of Welds: Non-Destructive Examination	Launched	04/15/2013	04/15/2019
	WELD047 Power Plant and Field Pipe Welding I	Launched	11/25/2013	11/25/2019
	WELD066 Los Angeles City Welding Certification	Launched	04/15/2013	04/15/2019

Articulation and Transfer

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC
n/a		
n/a		
n/a		
n/a		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

Currently the SBVC Welding Technology Department offers only a terminal A. S. degree. There is interest in putting students to work as well as encouraging some students progress into higher levels of industry by acquiring undergraduate and graduate degrees. There is interest within department in the future to seek transfer of some courses to colleges and universities with engineering and metallurgy programs. A career in welding technology can reach the level of PhD in Metallurgy and offer students high levels of employment.

Currency

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Reviewed catalog; there is one mistake. SHIELDED METAL ARC WELDING (SMAW) CERTIFICATE course requirements REQUIRED COURSES: WELD 023 Oxy-Acetylene Welding 3 UNITS should be changed to WELD 012 Oxy-Acetylene Welding 2 UNITS.

Part IV: Planning

Strategic Initiative	**Institutional Expectations**	
	Does Not Meet	**Meets**
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

California has the second highest amount of welding jobs in the nation with 25,030 welders. The average wage per hour is currently $20.45 and the average annual salary is $42,540.00. Industries with the highest level of employment in the occupation are Architectural and Structural Metal Manufacturing. There is a large concentration of these industries in the Inland Empire. The third highest metropolitan area in the nation in this occupation is southern California. Welding is one of the fastest growing fields in this area. Currently the SBVC Welding Technology Department offers only a terminal A. S. degree. There is interest in putting students to work as well as encouraging some students progress into higher levels of industry by acquiring undergraduate and graduate degrees. There is interest within department in the future to seek transfer of some courses to colleges and universities with engineering and metallurgy programs. A career in welding technology can reach the level of PhD in Metallurgy and offer students high levels of employment.

The department will be acquiring new technologies such as welding simulators to improve student learning in a shorter amount of time and to support green initiatives in eliminating toxins and material waste.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

Accomplishments:

Department has hired and adjunct faculty with specialty in pipe welding, created better sinage, networked with local high schools, partnered with local industries, increased certificates and met with Advisory Board. Updated lab equipment to up to date state of the art self contained welding booths that highly support green initiatives.

Strengths:

We offer a wide variety of welding technology courses in three formats of morning, afternoon and evening classes that are offered during the week and over the weekend.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

Challenges:

There is a facility request to increase space and install overhead crane to handle large materials. Facility funding may be a challenge. We have purchased accessories for increasing capacities of older lab equipment. There are plans to paint and renovate front lab.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part V: Technology, Partnerships & Campus Climate		
	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate. Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate	Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate. Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

The SBVC Welding Technology Department is continually seeking ways to update and stay current with latest welding technologies. Department has purchased innovated state of the art welding equipment. The welding department serves many other departments of SBVC by providing classes and lab for required courses for other programs.

The SBVC Welding Technology Department is also continually seeking ways to support campus climate by meeting with other faculty and staff to discuss services. The department has also created strong partnerships with local utility, steel and railroad industries.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

SPECIFIC DETAILS TO BE PROVIDED BY PROGRAM REVIEW COMMITTEE

Previous efficacy report did not indicate any areas of Does Not Meet.