INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2019

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Workforce and Economic Development
Program: WELDING **Current Academic Year:** 2018-2019

Last Academic Year CPPR Completed: 2014-2015 **Current Date:** 02/10/2019

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

A. Program mission (optional)

The mission of the Cuesta College Welding Program is to provide a comprehensive welder training experience reflective of local industry needs, CSU transfer needs and local community member interests. Training is focused on workplace readiness, developing hands on skill supported by technical knowledge to ensure students acquire the essentials in order to enter the profession of welding, welding inspection and other welding related careers.

B. Brief history of the program

Historically, the Welding Technology program has been popular among students pursuing a variety of career/educational pathways. Target groups have included students who are interested in welding as a career, transfer students moving on to further education in manufacturing or engineering and life long learners who seek enrichment for hobby or side job pursuits. Additionally, the program has supported other college programs such as art, auto and construction technology. Many of the engineering degrees include welding as a support course in their curriculum. Target groups have expanded to include industry professionals returning to obtain education for career advancement, Cal Poly students majoring in engineering and agricultural education as well as high school students who are getting an early start on their college education.

C. Include significant changes/improvements since the last Program Review

- Launched and expanded the High School Dual Enrollment offerings. Started with one courses and now have four spread between two NC HS campuses
- Hired Mike Fontes as a Full Time Faculty member and he is now tenured.
- Completed a major, close to a $1,000,000, renovation of the SLOC shop facility to include a ventilation upgrade, ceiling rasie and interior paint.

D. List current faculty, including part-time faculty

Rob Thoresen, CWI, Department Chair – FT @ SLOC

(Basic Welding, Advanced Welding & Structural Steel Certification)

Mike Fontes, CWI & Skills USA Advisor –FT @ SLOC

(Structural Steel Certification, GMAW/GTAW, Welding Power, Blueprint Reading & Pipe Certification)

Tim Fay, CWI – PT @ SLOC

(Welding Fabrication)

William Barkhuff – PT @ SLOC

(Metallurgy)

Garett Stapp – PT @ SLOC

(Basic Welding)

Chris Hildebrand – PT @ NCC, Templeton High School

(Basic Welding, Advanced Welding & HS Dual Enrollment)

Justin Pickard – PT @ NCC, Paso Robles High School

(Basic Welding, Advanced Welding, Welding Fabrication & HS Dual Enrollment)

Kory Fontes – PT @ SLOC & NCC

(Basic Welding and Advanced Welding)

E. Describe how the Program Review was conducted and who was involved

The Welding Technology Program Review is conducted by the Department Chairperson with inclusion of the Welding Technology Advisory committee and Part Time Faculty members.
The process involves collection and review of institutional program data for the last four years, evaluation of the eLumen data and review of the previous CPPR document including its relative program improvement assertions along with analysis of the APPR documents completed since the last CPPR. Once this task is completed, the major program improvement assertions from previous reports are modified to reflect progress and new assertions are made in response to local educational and welding industries through the advisory committee mechanism.

II. PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

Connections to the College Mission:

The Welding Technology Program, by design, encompasses all aspects of the college mission. Welding courses are designed to involve one third technical training and two thirds hands on manipulative training. Academics and critical thinking skills are utilized in virtually all courses to include mathematics, chemistry and physics, electronics and English. All are utilized in the welding courses and delivered in such a manner to meet the needs of diverse learning styles. The welding staff is comprised of 8 individuals who work cooperatively and positively in order to serve our students. Virtually all of the adjunct instructors work at capacities which are far and above the requirements of a part time position. They assist in conducting advisory meetings, contests, workshops, managing shop facilities and other extra tasks. The positive relationship shared by the instructors emulates through the program significantly benefitting the students as they progress through the certificate and/or degree pathways.

Our program is designed to meet the diverse needs of our community, as well as those of local industry. We service students who are pursuing a career in the welding industry, transfer students and existing Cal Poly students, as well as individuals of the community seeking enrichment whereby they may want to learn welding in order to complete personal projects. Regardless of the student's individual goals, they can expect a comprehensive program that has been designed by faculty and local industry to be reflective of current industry needs. All aspects of curriculum and degrees are thoroughly scrutinized by the Cuesta College Welding Advisory Committee.

Cuesta College Values:

Access:

Welding courses are offered at all times of the day and evenin at the San Luis Obispo and North County campuses. This enables the inclusion of all types of students such as transfer students as well as students engaged in full time employment.

Success:

Success of our students can be evidenced by the growth in the success rate data to be covered later in this report, as well as by actual program completers, transfer recipients and local industry reports.

Excellence:

Faculty members of the Welding Technology program are made up of industry professionals who are concerned with providing the highest quality of welding education possible. There are two full time faculty members and six part time instructors. Over half of the welding instructors are currently working full time in industry, and/or have over ten years of experience working in the field. Three members are Certified Welding Inspectors through the American Welding Society. All members are actively engaged in program review, curriculum development and extracurricular programs such as Skills USA and hosting of the California FFA Agricultural FFA

Welding contest.

B. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.

Institutional Goal 1: Completion

Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

For the last several years the Welding Program at Cuesta College has focused a high degree of effort with in-house counseling of students to obtain their respective Welding degrees and certificates. The last three Program Review efforts established the increase of degree and certificates awarded as primary improvement assertions and those efforts will show in the institutional data later in this report.

Institutional Goal 2: Access

Increase student access to higher education.

Currently the Welding Program is conducting four Dual Enrollment courses with two local High Schools. During the current semester (Spring 2019) there are five non-credit welding courses being taught between SLOC and NCC campuses. Additionally, both Rob Thoresen and Mike Fontes serve on three local high school Advisory Committees. The program also maintains strong relations with Cal Poly and high schools state wide through the FFA State Final Welding competition.

C. Identify how your program helps students achieve Institutional Learning Outcomes.

ILO 1. Personal, Academic, and Professional Development

Students achieving this outcome will be able to:

- **Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development**

Cuesta College welding students are involved in industry certification courses that are 1/3 academic/technical and 2/3 applied. Students must acquire the professional knowledge about code acceptance criteria and be able to evaluate their work in terms of what is expected in industry.

- **Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being**

Environmental hygiene is emphasized and all appropriate Personal Protective Equipment (PPE) is required at all times when working in the shop environment. Additionally, instructors teach about the industrial health screenings and drug testing requirements which have become the norm in the welding workplace.

- **Demonstrate the professional skills necessary for successful employment**

The Welding Program at Cuesta College is supported by a robust Advisory Committee consisting of different local industry representatives. The local service area needs are communicated through regular meetings (1-3 per year). All Student Learning Outcomes were developed with and by the Advisory members. A SLO Assessment survey tool is currently being developed whereby the Advisory members will assess our success with students achieving SLO's. Through this mechanism professional skills have been accurately identified and are conveyed throughout all the welding courses.

ILO 2. Critical Thinking and Communication

Students achieving this outcome will be able to:

- **Analyze and evaluate their own thinking processes and those of others**

Student presentations are required in our Blueprint Reading/Materials Processing course. These are delivered in a cooperative group structure whereby presentation teams are formed and evaluations are completed by the students observing the presentations.

- **Communicate and interpret complex information in a clear, ethical, and logical manner**

The Welding Certification courses are largely based on the Codes and Standerds that govern the industry. Students receive vigorous instruction on these codes and are expected to be able to interpret them in the form of written exams as well as through hands on application.

ILO 3. Scientific and Environmental Understanding

Students achieving this outcome will be able to:

- **Draw conclusions based on the scientific method, computations or experimental and observational evidence**

Welding Metallurgy students perform several scientific experiments and observations. This has been evidenced by our student's recent successes in the AWS Welding Poster competitions at the national level.

- **Construct and analyze statements in a formal symbolic system**

Most, if not all, of the welding labs and projects are completed to very specific written procedures whereby shop prints and welding symbols must be interpreted.

ILO 4 and 5 *Not Applicable*.

ILO 6. Technical and Informational Fluency

Students achieving this outcome will be able to:

- **Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically**

Students in all welding courses are required to compile a resource binder that consists of information from a variety of sources including manufacturer data, welding codes and standards, class notes, computer searches, power points et. These information resource binders are evaluated by the instructors as the last mid- term usually and are then in turn used in the completion of a comprehensive final exam exercises**.**

- **Produce and share electronic documents, images, and projects using modern software and technology**

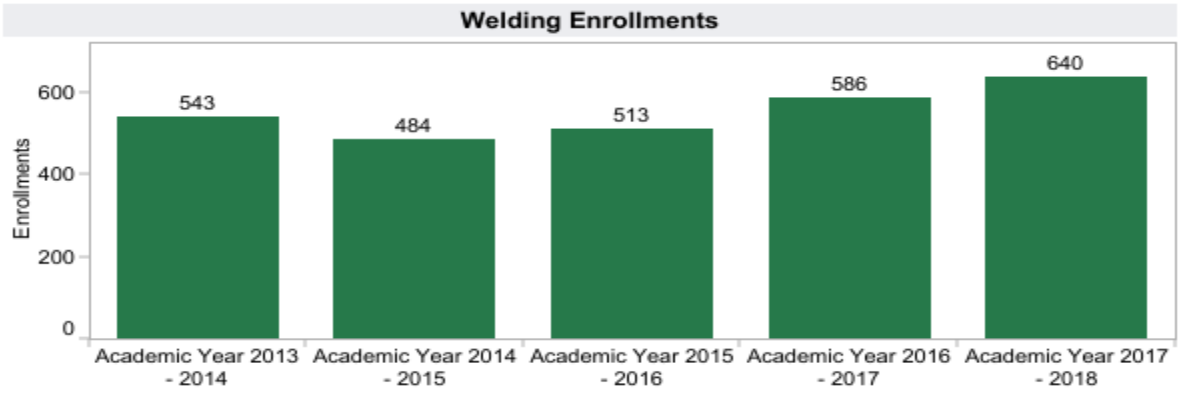
Welding students utilize Google Sketch Up, Auto Cad and Solid Works to design shop drawings for various labs.

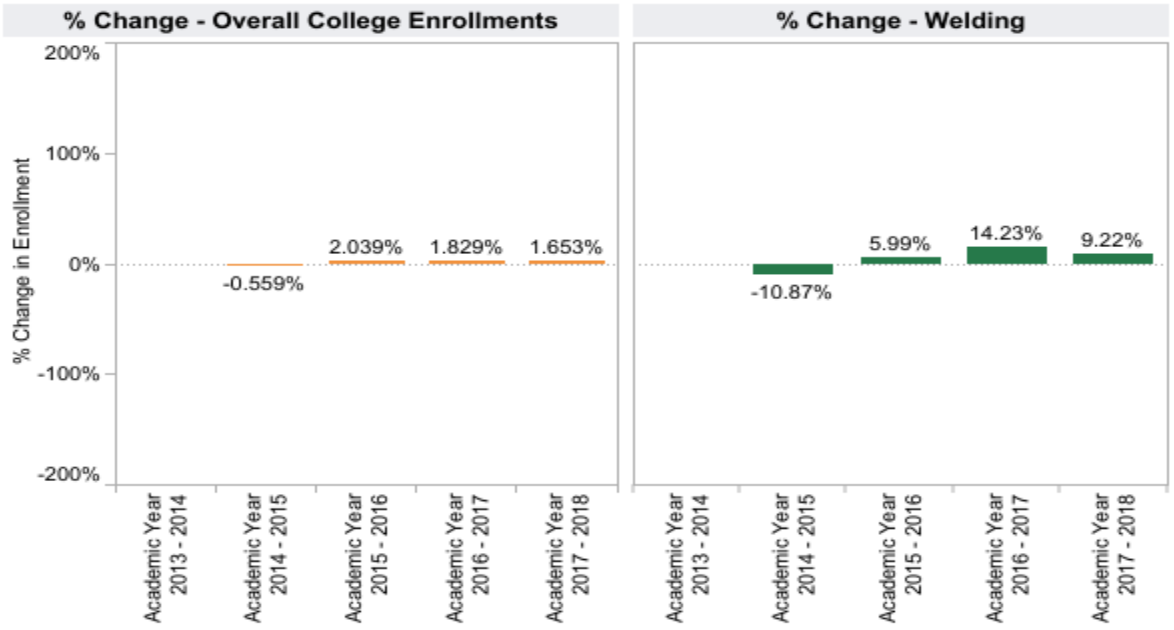
III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

The data components are hyperlinked below.
General Enrollment (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Enrollment

Department:	Course:	Dual Enrollment:	Prison:
Welding	All	All	All





Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

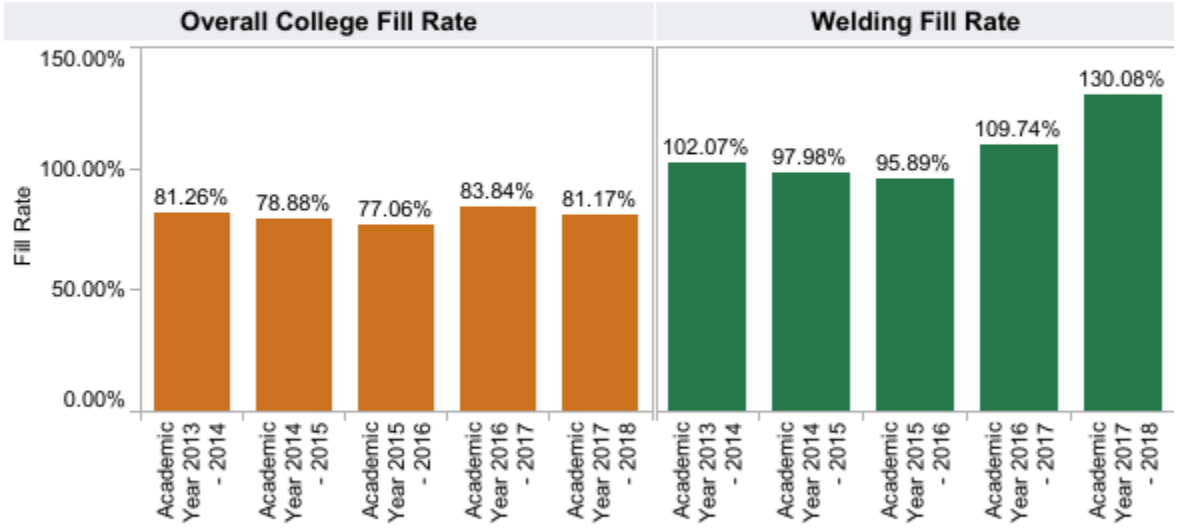
Enrollment Narrative:

Enrollments remain high as compared to the school wide data collected. Sustainability has been proven over the last 4 years.

General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Welding	All	All	All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

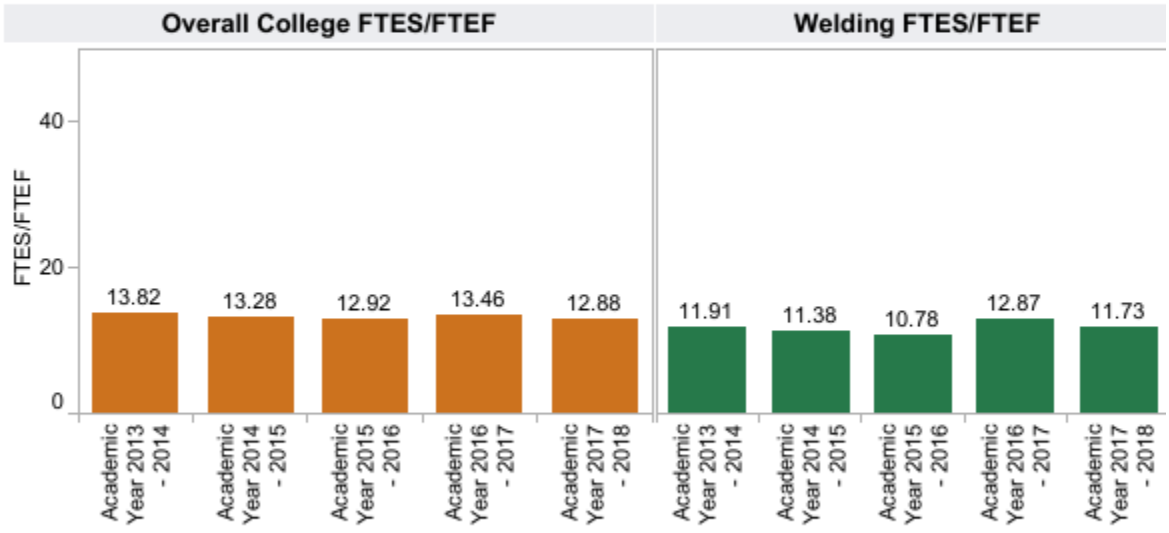
Fill Rate Narrative:

Fill rates for welding remain extremely high, averaging approximately 38% higher than the overall college rates. The welding department maintains an aggressive year round recruitment effort utilizing the Mobile Welding Lab. Additional efforts include hosting the California State FFA Ag Welding competition in May for the last nine years, as well as extremely successful involvement at the Regional, State and National levels of Skill USA.

General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Welding	All	All	All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Efficiency Narrative:

Efficiency remains a challenge for the Welding Program as it does for most of the CTE areas. Challenges include:

- **Safety implications of teaching welding to numbers that exceed 20 students**
- **Limited available work stations and floor space**
- **Nature of our clientele, largely working class, being unable to schedule lecture/lab splits**

Student Success—Course Modality (Insert Data Chart)

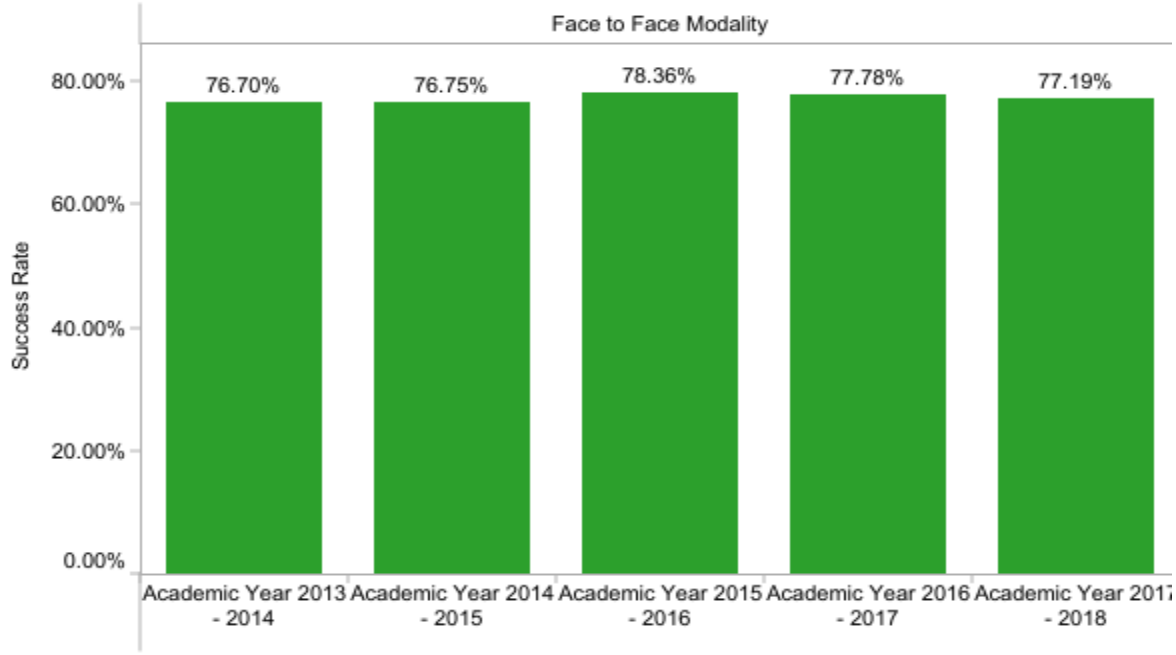
SLOCCCD Program Review Data: Successful Course Completion

Select Department: Welding

Course: All

Legend: Face to Face Modality

Successful Course Competion by Modality -Welding



Successful Course Competion by Modality Table - Welding

		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	Department Success Rate	76.70%	76.75%	78.36%	77.78%	77.19%
	Total Department Enrollments	545.0	487.0	513.0	586.0	640.0

<u>Successful Course Completion Narrative</u>:

Data reflects favorable completion numbers for the Welding Program as compared to the school wide figures.

[Degrees and Certificates Awarded (Insert Data Chart)]

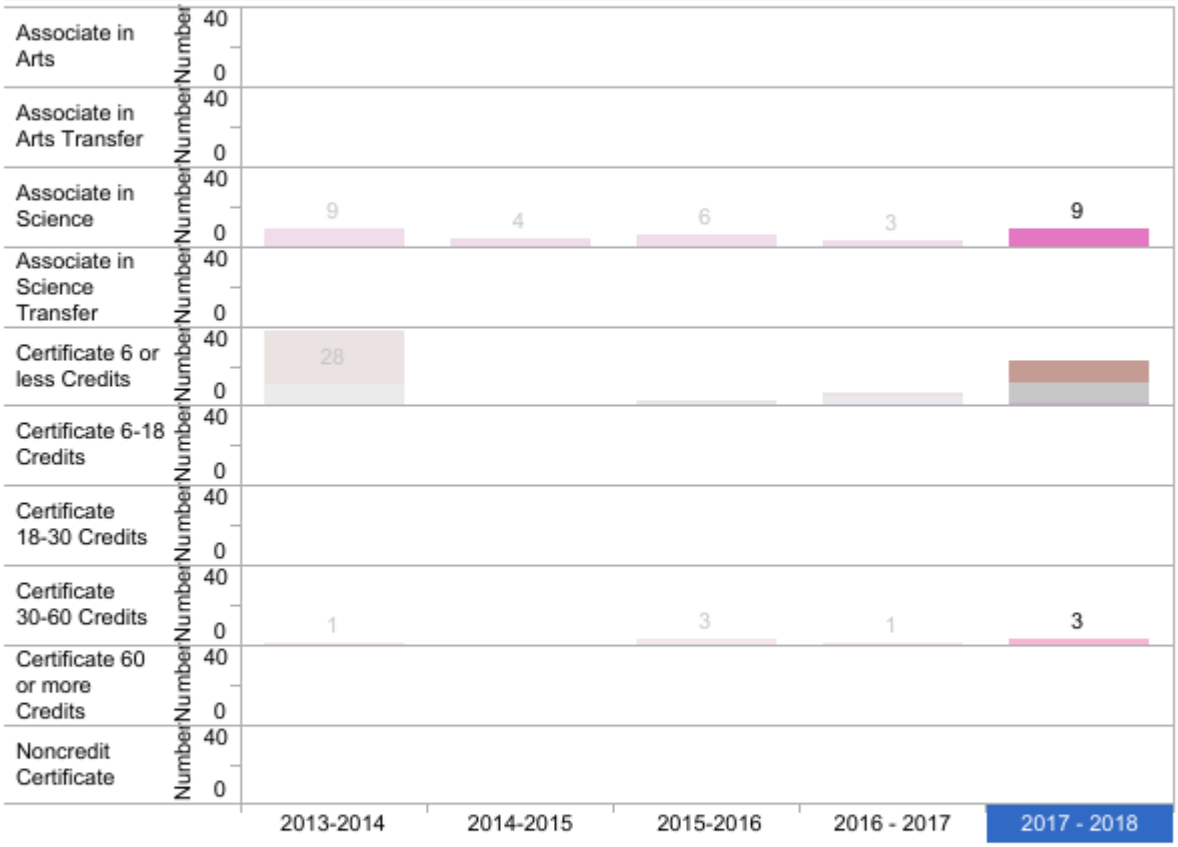
SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Welding Technology

Award Type: All

Program Awards

Top Code Description(s): Welding Technology
Award(s): All



Program Awards Table

Award T..	Award	2013-2014	2014-2015	2015-2016	2016 - 2017	2017 - 2018
Associate in Science	Welding Technology (AS)	9	4	6	3	9
	Total	9	4	6	3	9
Certificate 6 or less Credits	Weld Tech Struct Steel (CS)	28		1	2	12
	Welding Technology Pipe (CS)	10			1	10
	Welding Technology Struct (C..			1	3	1

Program Awards: The number of degress and certificates awarded by program type

General Student Success – Course Completion (Insert Aggregated Data Chart)

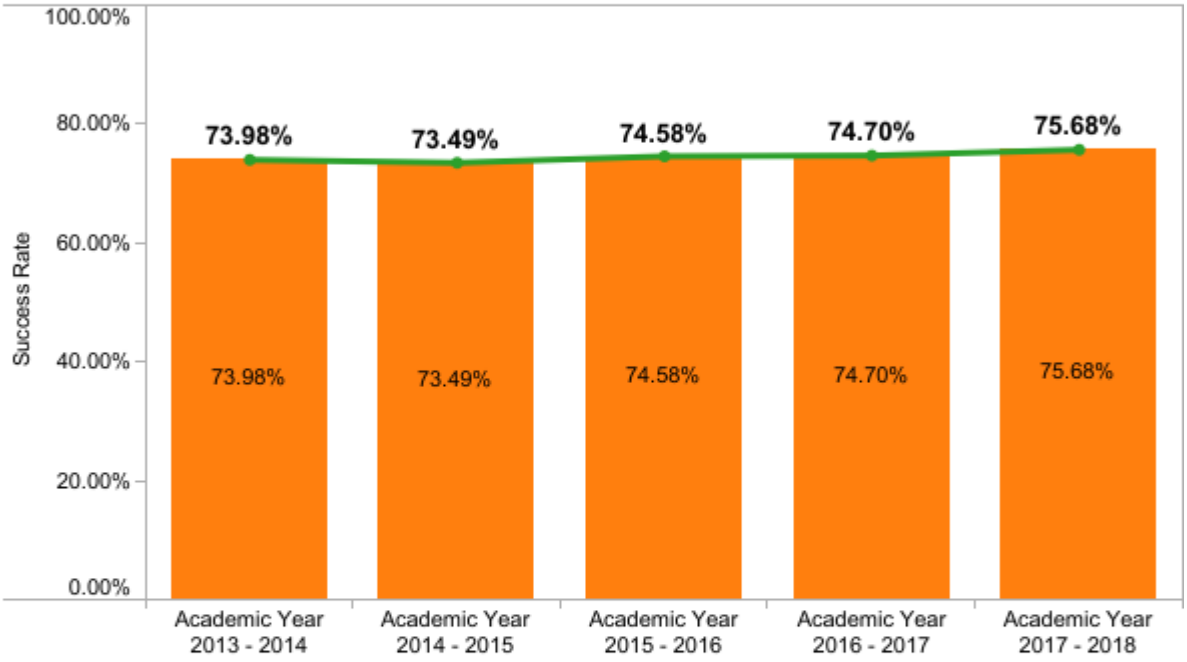
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

COURSE
All

Measure Names
Department Success Rate
Overall College Success Rate

Successful Course Completion - All



All Success Rate Table

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	73.98%	73.49%	74.58%	74.70%	75.68%
Total Enrollments	58,106	56,826	58,183	57,570	57,118

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

Review the Disaggregated Student Success charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

- Other Relevant Program Data (optional)
  Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

IV. CURRICULUM REVIEW

A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the Curriculum Review Template and submit the form within your CPPR.

B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
WELD 101	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
WELD 252	yes / no	no / yes: date Spring 2019	no / yes: date	no / yes: date	no / yes: date
WELD 270A	yes / no	no / yes: date	no / yes: date 05/04/2018	no / yes: date	no / yes: date
WELD 270B	yes / no	no / yes: date	no /	no / yes: date	no / yes: date

			yes: date 05/04/2019		
WELD 270C	yes / no	no / yes: date	no / yes: date 05/04/2018	no / yes: date	no / yes: date
WELD 273	yes / no	no / yes: date	no / yes: date 05/04/2018	no / yes: date	no / yes: date
WELD 275	yes / no	no / yes: date	no / yes: date 05/04/2018	no / yes: date	no / yes: date
WELD 276	yes / no	no / yes: date	no / yes: date05/04/2018	no / yes: date	no / yes: date
WELD 277	yes / no	no / yes: date	no / yes: date 05/04/2018	no / yes: date	no / yes: date
WELD 280A	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
WELD 280B	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
WELD 770A	yes / no	no / yes: date 05/04/2018	no / yes: date	no / yes: date	no / yes: date
WELD 770B	yes / no	no / yes: date 05/04/2018	no / yes: date	no / yes: date	no / yes: date
WELD 780A	yes / no	no / yes: date 05/04/2018	no / yes: date	no / yes: date	no / yes: date

***There were no deactivated courses.**

Course Review:

Course Number	WELD 101	WELD 252	WELD 270A	WELD 270B
1. Effective term listed on COR	Date: Fall 2016	Date: Spring 2019	Date: Spring 2019	Date: Spring 2019
2. Catalog / schedule description is appropriate	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no[2]	yes / no[2]	yes / no[2]	yes / no[2]
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
5. Grading Method is accurate	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
6. Repeatability is zero	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
7. Class Size is accurate	yes / no[2]	yes / no[2]	yes / no[2]	yes / no[2]

8. Objectives are aligned with methods of evaluation	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
9. Topics / scope are aligned with objectives	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
10. Assignments are aligned with objectives	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
11. Methods of evaluation are appropriate	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
12. Texts, readings, materials are dated within last 5 years	yes / no[3]	yes / no[3]	yes / no[3]	yes / no[3]
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
14. Degree / Certificate information (if applicable) is correct	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
15. Course Student Learning Outcomes are accurate	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
16. Library materials are adequate and current *	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
Course Number	WELD 270C	WELD 273	WELD 275	WELD 276
17. Effective term listed on COR	Date: Spring 2019	Date: Spring 2019	Date: Spring 2019	Date: Spring 2019
18. Catalog / schedule description is appropriate	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
19. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no[2]	yes / no[2]	yes / no[2]	yes / no[2]
20. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
21. Grading Method is accurate	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
22. Repeatability is zero	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
23. Class Size is accurate	yes / no[2]	yes / no[2]	yes / no[2]	yes / no[2]
24. Objectives are aligned with methods of evaluation	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
25. Topics / scope are aligned with objectives	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
26. Assignments are aligned with objectives	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
27. Methods of evaluation are appropriate	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
28. Texts, readings, materials are dated within last 5 years	yes / no[3]	yes / no[3]	yes / no[3]	yes / no[3]
29. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
30. Degree / Certificate information (if applicable) is correct	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
31. Course Student Learning Outcomes are accurate	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
32. Library materials are adequate and current *	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
Course Number	WELD 277	WELD 280A	WELD 280B	WELD 770A
33. Effective term listed on COR	Date: Spring 2019	Date: Spring 2012	Date: Spring 2012	Date: Spring 2019

34. Catalog / schedule description is appropriate	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
35. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no[2]	yes / no[2]	yes / no[2]	yes / no[2]
36. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
37. Grading Method is accurate	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
38. Repeatability is zero	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
39. Class Size is accurate	yes / no[2]	yes / no[2]	yes / no[2]	yes / no[2]
40. Objectives are aligned with methods of evaluation	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
41. Topics / scope are aligned with objectives	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
42. Assignments are aligned with objectives	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
43. Methods of evaluation are appropriate	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
44. Texts, readings, materials are dated within last 5 years	yes / no[3]	yes / no[3]	yes / no[3]	yes / no[3]
45. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
46. Degree / Certificate information (if applicable) is correct	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
47. Course Student Learning Outcomes are accurate	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
48. Library materials are adequate and current *	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]

Course Number	WELD 770B	WELD 780A		
49. Effective term listed on COR	Date: Spring 2019	Date:Spring 2019	Date:	Date:
50. Catalog / schedule description is appropriate	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
51. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no[2]	yes / no[2]	yes / no[2]	yes / no[2]
52. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
53. Grading Method is accurate	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
54. Repeatability is zero	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
55. Class Size is accurate	yes / no[2]	yes / no[2]	yes / no[2]	yes / no[2]
56. Objectives are aligned with methods of evaluation	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
57. Topics / scope are aligned with objectives	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
58. Assignments are aligned with objectives	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
59. Methods of evaluation are appropriate	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
60. Texts, readings, materials are dated within last 5 years	yes / no[3]	yes / no[3]	yes / no[3]	yes / no[3]

61. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
62. Degree / Certificate information (if applicable) is correct	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
63. Course Student Learning Outcomes are accurate	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
64. Library materials are adequate and current *	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]

[1] If no, a major modification is needed within the next 5 years (see five-year cycle calendar).
[2] If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)
[3] If no, a minor modification is needed in the current term.
[4] If no, contact the Curriculum Chair or Curriculum Specialist

Programs:

Program / Certificate Title	Currently active	New program since last CPPR	Program modification since last CPPR	Deactivated since last CPPR
Welding Technology AS	yes / no	no / yes: date	no / yes: date	no / yes: date
Welding Technology CA	yes / no	no / yes: date	no / yes: date	no / yes: date
Welding Technology Structural Steel CS	yes / no	no / yes: date	no / yes: date	no / yes: date
Welding Technology Pipe CS	yes / no	no / yes: date	no / yes: date	no / yes: date
Noncredit Structural Steel CS	yes / no	no / yes: date Pending	no / yes: date	no / yes: date

Program Review:

Currently active Program / Certificate: Title	Required courses and electives, incl. course numbers, course titles, and course credits, are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment
Welding Technology AS	yes / **no***	yes / no*	yes / **no****
Welding Technology CA	yes / no*	yes / no*	yes / no**
Welding Technology Structrual Steel CS	yes / no*	yes / no*	yes / no**
Welding Technology Pipe CS	yes / no*	yes / no*	yes / no**
Noncredit Structual Steel CS	yes / no*	yes / no*	yes / no**

* If not, program modification is needed.
** If not, Program Learning Outcomes modification is needed

5-Year Cycle Calendar Courses:

Course Number	Fall	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
WELD 101		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
WELD 252		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
WELD 270A		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
WELD 270B		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
WELD 270C		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
WELD 273		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
WELD 275		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
WELD 276		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
WELD 277		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
WELD 280A		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
WELD 280B		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
WELD 770A		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
WELD 770B		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
WELD 780A		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor

5-Tear Cycle Calendar Programs:

Program/Certificate Title	Fall	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Welding Technology AS		modify	modify	modify	modify	modify	modify	modify	modify	modify
Welding Technology CA		modify	modify	modify	modify	modify	modify	modify	modify	modify
Welding Technology Structrual Steel CS		modify	modify	modify	modify	modify	modify	modify	modify	modify
Welding Technology Pipe CS		modify	modify	modify	modify	modify	modify	modify	modify	modify
Noncredit Structual Steel CS		modify	modify	modify	modify	modify	modify	modify	modify	modify

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

WELD 101 -	**Spring 2019**	**Spring 2021**	**Spring 2023**	
WELD 252 -	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**
WELD 270A -	**Spring 2019**	**Spring 2021**	**Spring 2023**	
WELD 270B -	**Spring 2019**	**Fall 2020**	**Spring 2021**	
WELD 270C -	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**
WELD 273 -	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**
WELD 275 -	**Spring 2019**	**Spring 2021**	**Spring 2023**	
WELD 276 -	**Fall 2019**	**Fall 2021**	**Fall 2023**	
WELD 277 -	**Spring 2019**	**Spring 2021**	**Spring 2023**	
WELD 280A -	**Spring 2019**	**Fall 2021**	**Spring 2022**	**Fall 2023**
WELD 280B -	**Spring 2019**	**Spring 2021**	**Spring 2023**	
WELD 770A -	**Spring 2019**	**Spring 2021**	**Spring 2023**	
WELD 770B -	**Spring 2019**	**Fall 2020**	**Spring 2021**	
WELD 780A -	**Spring 2019**	**Fall 2021**	**Spring 2022**	**Fall 2023**

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Yes

C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

There was technical difficulty in retrieving this information from eLumen. One of the SLOA coordinators was contacted and she was pursing assistance with this matter and has not heard back from eLumen.

D. Highlight changes made at the course or program level that have resulted from SLO assessment.

All welding classes, Advisory Members and Instructors have indicated a need for replacement of faulty equipment that has been in service over 10 years. As a result of those assessments there has been approximately $55,000.00 proposed in welding machines and CNC Plasma Cutting Table.

E. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the Resource Plan Worksheet.

See attached requested documentation i.e. Resource Acquisition Plan

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

A. Institutional Goals and Objectives

None at this time

B. Institutional Learning Outcomes

None at this time

C. Program outcomes

Implement an Advisory Committee Survey to Assess SLO's

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling
   - **Possible restructuring of WELD 270 lecture lab combo to a model that incorporates one large lecture and several lab sections in order to attempt to raise efficiency rates.**

B. Support services to promote success, persistence and retention
   - **Continued use of our CTE Resource Specialist which involves assisting students, who qualify for program certificates, fill out the applications and file them with the records office. This has been very effective in the past and we hope to continue to raise the number odf awards granted**.

C. Facilities needs
   - **On-going equipment repair and replacement-SLOC $30,000/yr**
   - **Cover compound are adjacent to weld lab – SLOC $50000.00**
   - **New 3/8" Plate Shear – SLOC $30000.0**0

D. Staffing needs/projections
   - **Hire 1-2 new PT faculty to replace PT's that have retired or moved on**

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

See item "A" above.

VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

VIII. After completing and submitting this document, please complete the Overall Program Strength and Ongoing Viability Assessment with your Dean before May 15, 2018.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Division Chair/Director Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here: https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED_Prioritization_Process_Handbook_9_2016.pdf#search=faculty%20prioritization%20handbook

APPLICABLE SIGNATURES:

Vice President/Dean	**Date**
Division Chair/Director/Designee	**Date**
Other (when applicable)	**Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.