

2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: FALL 2024-SPRING 2024

PROGRAM(S): WELDING TECHNOLOGY

CLUSTER: STRONG WORKFORCE AND ECONOMIC DEVELOPMENT

AREA OF STUDY: WELDING

LAST YEAR CPPR COMPLETED: SPRING 2023

NEXT SCHEDULED CPPR: SPRING 2027

CURRENT DATE: 2/26/2024

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from this **SharePoint folder**. Please review the **Resource Allocation Rubric** when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program **may be consolidated** into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

Welding Technology Pipe, Certificate of Specialization; Welding Technology Structural, Certificate of Specialization; Welding Technology, Certificate of Achievement; Welding Technology, Associate in Science.

General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps. A second full-time faculty position has been added within the program beginning Fall of 2023. This instructor possesses credentials as an American Welding Society Certified Welding Instructor and Educator, allowing for further expansion and course offerings within the certificate of specialization pathways during daytime class offerings. This provides students with variety in course scheduling opportunities to meet their personal/ professional schedules, in an attempt to promote higher enrollment for all student demographics.

Program Sustainability Plan Update

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

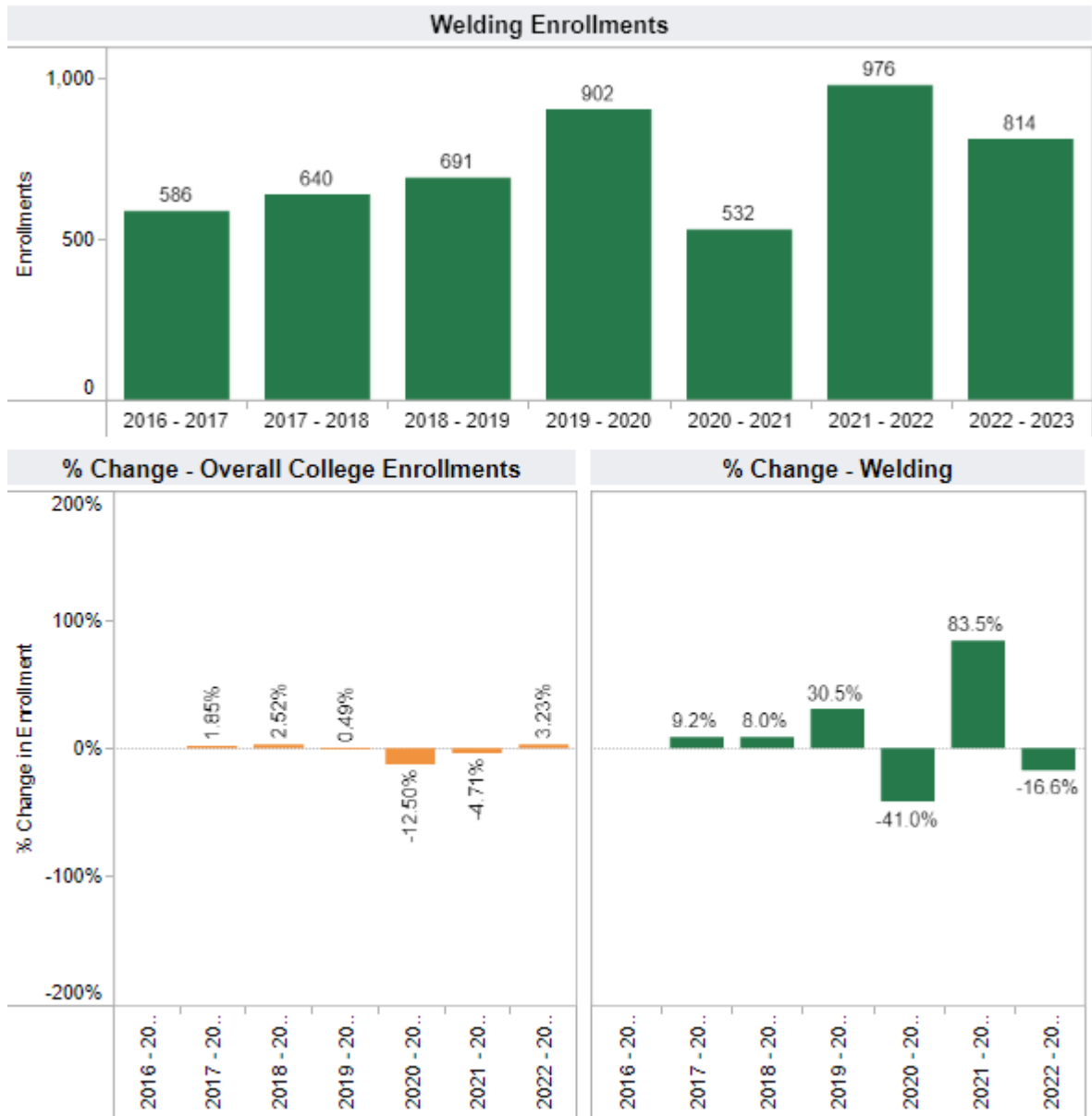
Yes If yes, please complete the Program Sustainability Plan Progress Report below.

No If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

Data Analysis and Program-Specific Measurements

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year’s available data.



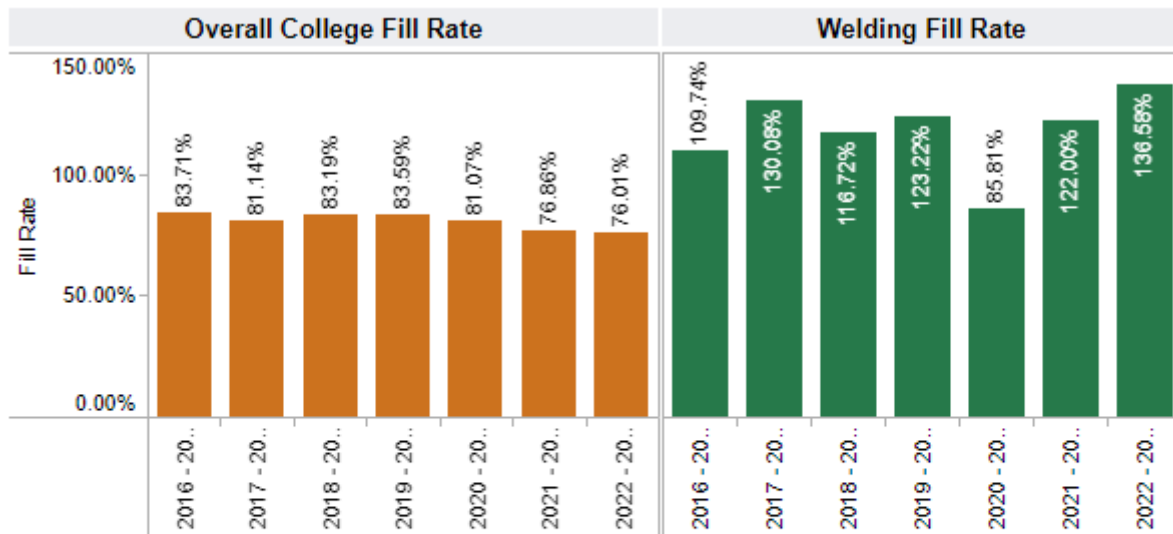
A.

Insert the data chart and explain observed differences between the program and the college.

Post COVID, student enrollment has risen. Part time staffing has become an issue with the 2022-23 academic year, and as a result 1-2 class sections have been dropped each semester. With the addition of a second, full time faculty beginning Fall 2023, in addition to opening a part-time candidate pool Spring of 2024, we are optimistic in projecting no class coverage issues moving forward.

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

Insert the data chart and explain observed differences between the program and the college.

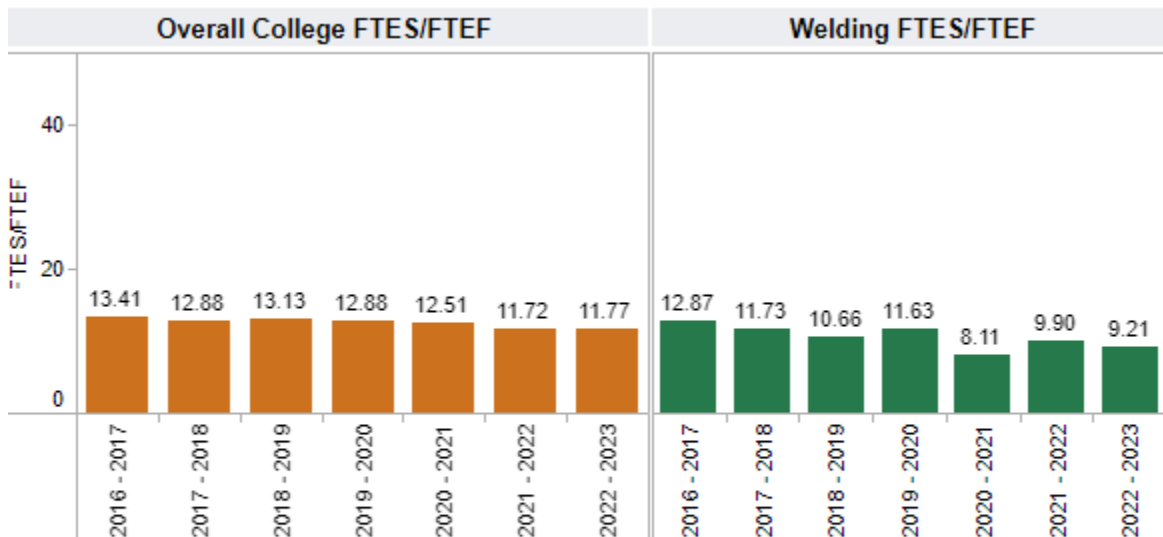


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

As a hands-on/ skilled-based class, tied directly to local industry, the welding program continues to remain popular for students and the fill rates for classes continues to grow post-Covid

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

Insert the data chart and explain observed differences between the program and the college.



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

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 and nature of our clientele: largely working class, being unable to schedule lecture/lab overlap. With fluctuation in part-time and full-time hiring, the data shows a slight decrease in FTES/FTEF ratios.

D. **Student Success—Course Completion by Modality (Insert Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Welding

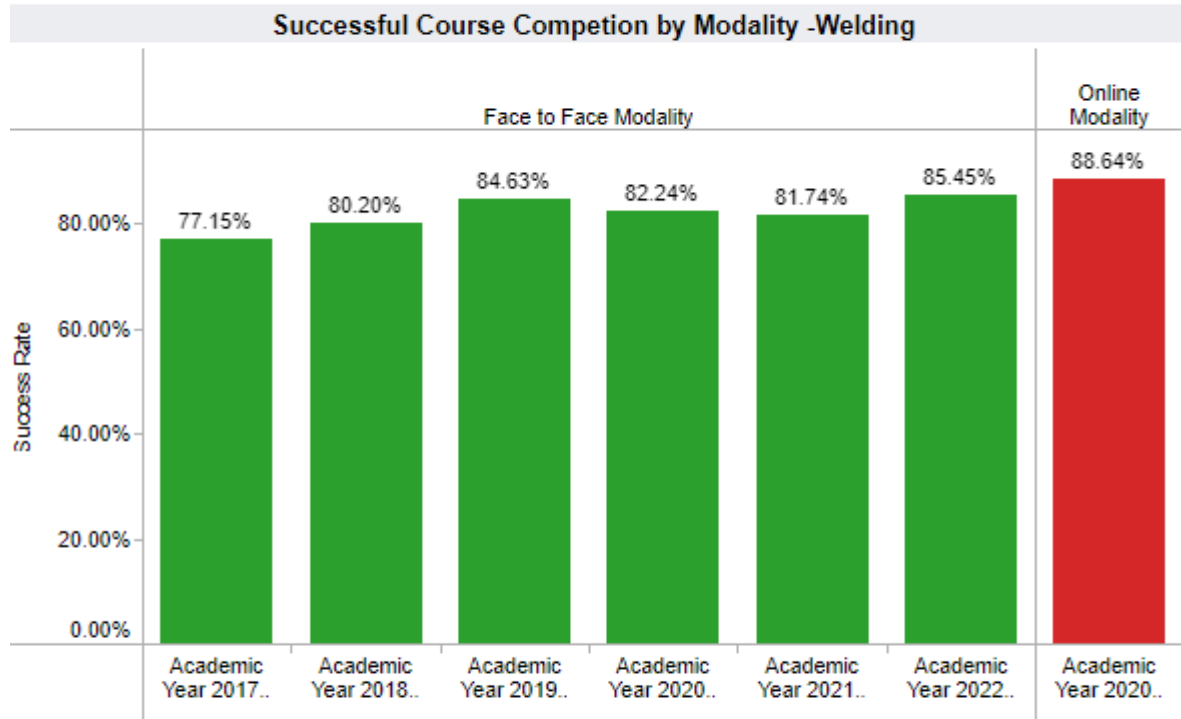
Course:

(All)

Legend:

Face to Face Modality

Online Modality



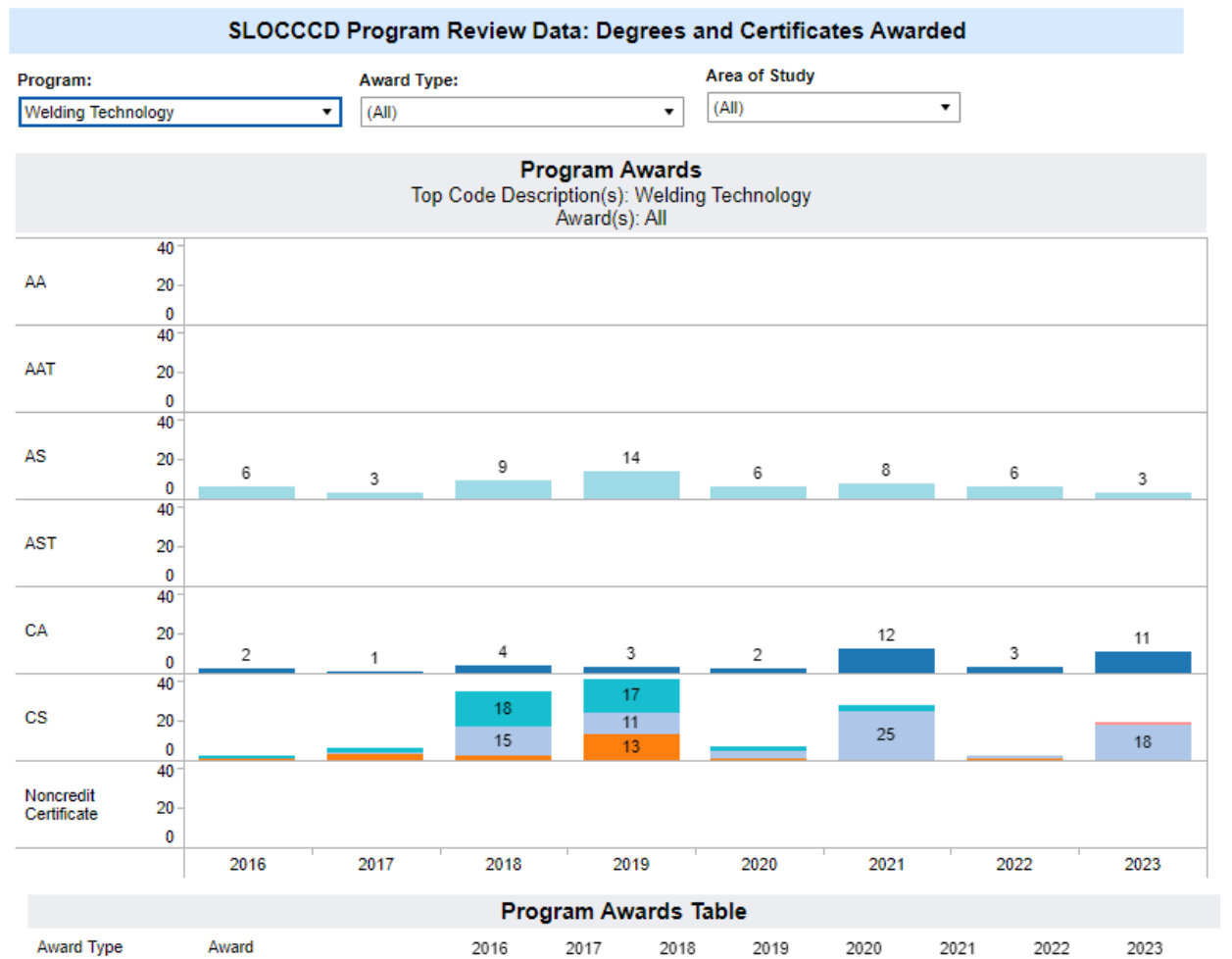
Successful Course Completion by Modality Table - Welding

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	77.15%	80.20%	84.63%	82.24%	81.74%	85.45%
	Total Department Enrollm..	652.0	613.0	665.0	323.0	699.0	716.0
Online	Department Success Rate					88.64%	

Cuesta College Welding Technology is driven by current, industry needs as guided by our department advisory committee. This in turns keeps content relevant for students who seek a career within this pathway or field. The direct connection to industry demand drives student interest in coursework, promoting high course competition rates.

E. Degrees and Certificates Awarded (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the college.



Program awards in comparison to students completing coursework only to obtain industry certifications remains a challenge. A future topic for department and advisory is to look at pathway alignment and see if there are trends to promote further coursework competition towards Cuesta Certificates of Achievement.

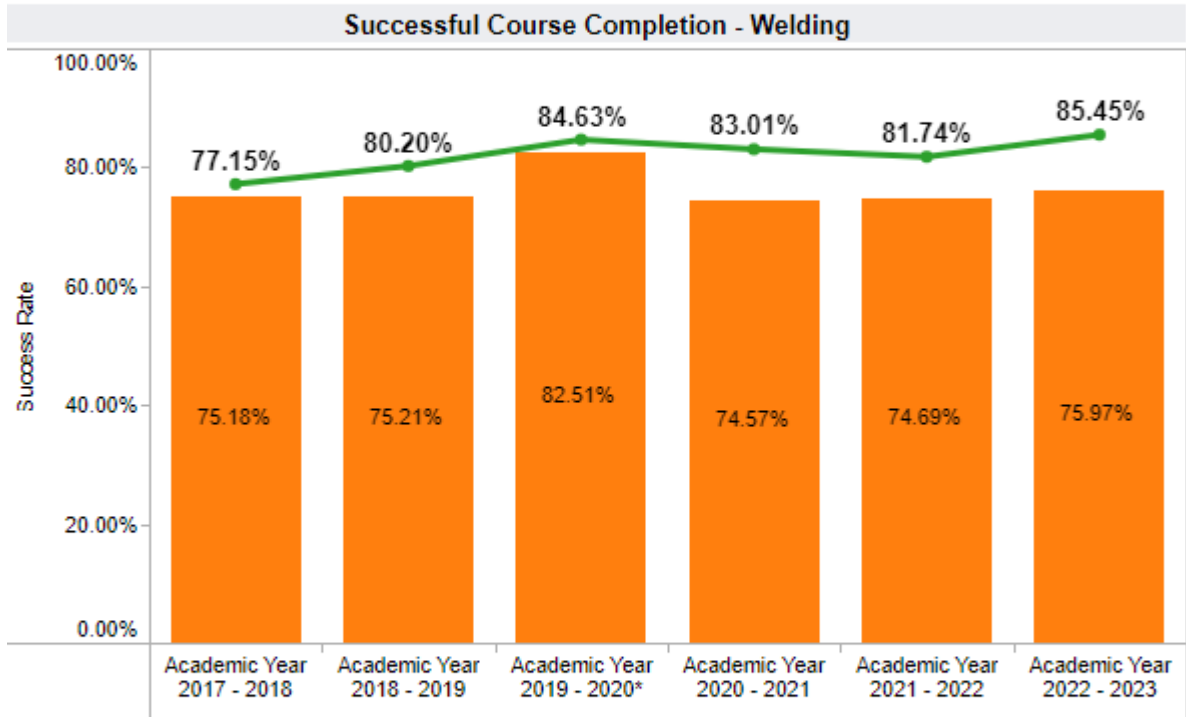
F. General Student Success – Course Completion (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: TERM: Measure Names: ■ Department Success Rate, ■ Overall College Success ...

COURSE:



Welding Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	77.15%	80.20%	84.63%	83.01%	81.74%	85.45%
Total Enrollments	652	613	665	367	699	716

Course completion success rate trends mirror the college. Students find purpose through the course offerings and complete their studies in preparation of careers through this pathway.

- G. 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.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

Inequities in student success are highlighted between gender and ethnicity pairings. The data shows student subgroup populations diverging from the overall success rate in comparison to non-marginalized populations. Data also shows fluctuations in student achievement data, demonstrating a possible lack of individualized focus to support specific student subgroup populations in demonstrating consistent improvement rates. Opportunities for trainings in the areas of Career Technical Education with a focus on non-traditional student populations for all faculty members would benefit a collective vision for student improvement.

Programs and Curriculum Review PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2022-23 year in the 5-year calendar of the Curriculum Review Worksheet.

NONE

From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2022-23 year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
NA	NA	NA

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2022-23 year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
NA	NA	NA	NA

B. For the following questions, please refer to Part A, #3 of the previous year’s APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren’t already referenced in the previous year’s APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type “N/A” in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
NA	NA	NA	NA

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2022-23 year. Complete the table below for those items only. You may leave this table blank if you wrote “N/A” for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)
NA	NA	NA	NA

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.

Program Outcomes Assessment Checklist and Narrative

CHECKLIST

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

NARRATIVE

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.* Credit/ No-Credit Courses have been created in CurrIQnet for WELD 277 (777), and WELD 280B (780B) in addition to minor revision work within the parent course descriptions. This seeks to enhance opportunities for students in pathway participation and improve student certification outcomes.

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes and addressing equity gaps
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

Course of Record Outlines will be reviewed to address any deficiencies and needed updates to Student Learning Outcomes. Turnover with part-time faculty continues to be a challenge, and as a result we are opening the part-time candidate pool to seek new staff to provide course offerings at SLO Campus, as well as NCC – Templeton High, and returning to NCC – Paso Robles High. Additionally, reviewing contact hours for lecture and lab will be a priority in an effort to maintain part-time continuity moving forward.

Program Sustainability Plan Progress Report

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success — Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.