

The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and

Please complete this section for programs/disciplines scheduled for comprehensive review in spring 2014. Go to Section II for programs/disciplines scheduled for annual review in spring 2014.

## A. OVERALL PROGRAM EFFECTIVENESS

1. Describe your program in terms of its overall effectiveness over the past several years .

Please consider the questions below in describing your program/discipline/area.

- How are students/employees served by the program?

The welding program at Hartnell Community College has been able to serve the community's students and faculty by providing and maintaining a program that reflects the diversified population attending and teaching at the college. Students who enroll in and attend the welding program are taught the current local and national industry's standards that could potentially help them find lucrative employment.

- What are the unique aspects of the program?

The unique aspects of the welding program consist of short-term goals that will help the individual student enhance their current career or offer the hobbyist an opportunity to explore

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- If there is a sequence of courses in your program, what process or framework is used to ensure alignment?

There is a very small window of sequencing of courses in the current program that is not as effective as it could be. Currently, there is only one class bridging the gap to more advanced processes of welding.

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## B. INSTRUCTIONAL STAFFING

1. In the table below enter the number of sections offered and the number of full time and adjunct faculty in your program /discipline by term over the past several years .

1	No. of Active Sections	Full-time Faculty	Adjunct
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2. What staffing factors /challenges have influenced the effectiveness of the program?

[Begin response here]

Due to the elimination of the repeatability of courses adopted by the CA Community Colleges Board of Governors, the amount of courses currently being offered is not adequately meeting the needs of the students but in order to add more classes, additional part-time staff would need to be employed to increase the effectiveness of the program.



I attended the Bay Area Community College Consortium Welding Marketplace at Los Medanos College in October of 2013. Approximately 50 people were in attendance, nine colleges were represented, five organizations were there, and 22 industries participated. In attendance were:

Alyson Greenlee	Design it - Build it - Ship it	alyson@colabconsultants.com
Andy Ochoa	Retired Instructor, Los Medanos College	jmeyer@losmedanos.edu
Birch Early	Alameda County Workforce Investment Board	learly@acgov.org
Bob Payn	Shell	robert.payn@shell.com
Brian Colombo	Ironworkers Local 377/378 Apprenticeship	briancolombo@ironworkerbenny.net
Butch Beasley	Welding Teacher, City College of San Francisco	wbeasley@ccsf.edu
Catherine Ayers	Energy Efficiency & Utilities, DSN - Foothill	v_ayerscatherine@fhda.edu
Chris Chwala	Ryco Steel Products, INC.	rycosteel@gmail.com
Chris Manifold	Alliance Gas Products	cmanifold@alliancegas.com
Dan Geissbuhler	Miller Electric Mfg	Dan.geissbuhler@millerwelds.com

Randy Tillery	CCCCD	rtillery@4cd.edu
Richard Hashimoto	Laney College	rhashimoto@peralta.edu
Ron Sharp		





Industries with the highest levels of employment in this occupation:

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage
<a href="#">Motor Vehicle Parts Manufacturing</a> Agriculture,	8,450	1.78	\$16.36



This section must be completed for ALL academic programs, including those scheduled for a comprehensive review in spring 2014 .

## A. COURSE DATA & TRENDS

1. Please evaluate the 3 -year trend of enrollment and success of courses in your program/ discipline. Identify the courses you are choosing to examine this current year in the list below. You do NOT need to evaluate trends for each course every year.

Course Number	Course Name	Does the course have any DE (online or hybrid) sections?
WLD-52	Sheet Metal Fabrication	No
WLD-53	Welding Fabrication	No
WLD-54	Advanced Welding	No
WLD-57	Pipe Welding	No
WLD-58	Hardfacing and Surfacing	No
WLD-145	Special Projects	No
WLD-150	Basic Welding	No
WLD-151	Gas & TIG Welding	No
WLD-155	Ornamental Ironwork	No
WLD-156	Toolmaking	No

Please use the data that1( d)10. y96 l h f\* .1258(s).04 52660769(e)-7.1684-7.16846(n)-6.50961(e)-7.16846 the data for the identified courses and answer the following questions .

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The success data indicates a consistent pattern that mirrors the enrollment data.

#### DEGREES AND CERTIFICATES

4.

## B. TEACHING MODALITY

1. Enter the number of Distance Education Courses, both fully online and hybrid sections, along with the number of full-time and adjunct faculty.

2. Compare student success in the DE teaching environment with success in the face-to-face teaching environment in the same course. Are there differences? To what do you ascribe the differences in your program? Discuss any other relevant factors regarding diverse teaching modalities and environments, such as specific locations.

[Begin response here]

N/A

3. Describe the process to change and improve student success in DE

## C. CURRICULUM

Complete the following tables pertaining to courses scheduled for review.

Courses scheduled for review during AY 2013-14 as previously specified	Faculty member(
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## D. OUTCOMES

Use your Program Outcome Maps to assist you in this subsection. As you plan your course assessments, keep the higher-level program outcome in mind. While course level assessment serves the purpose of examining the teaching and learning for that particular course, it also provides the data that will be viewed collectively for assessment of the associated program level outcomes.

### PROGRAM LEVEL OUTCOMES

1. Please complete the following tables.

List Program level

Are there any plans to make changes to certificate/degree programs or improvements in teaching and student learning?

[Begin response here]

Upon successful completion of the Welding Technology Program, a student should be able to:

#1 Demonstrate the use of welding and metal cutting processes safely and correctly
#2 Perform welding procedures in two or more methods on steel plate tests in two or more welding positions



## CORE COMPETENCIES

3. Describe how Core Competencies were specifically addressed by the program/discipline during the past year. For example, were data gathered at the course level? Was there review and analysis of the data? How did the

[Begin response here]

The assessment activities that can be strengthened and improved are making sure the outcomes reflect the abilities of the students being assessed and make the necessary changes to align the two. The challenge that may hinder this process may lie in obtaining approval from the appropriate committees in order to implement the changes in a timely manner.

## E. PREVIOUSLY SCHEDULED ACTIVITIES

This subsection focuses on activities that were previously scheduled. An activity can address many different aspects of your program/discipline, and ultimately is undertaken to improve or enhance your program/discipline, and keep it current.

Activity scheduled	What success has been achieved to date on this activity?	What challenges existed or continue to exist?	Will activity continue into AY 14-15?	Will activity continue into AY 15-16?*
1. Recruit a more diverse population to attend Hartnell College Welding Program	Ongoing recruitment that would draw more females, older populations, and special needs students continues to be successful	Accommodations for the special needs student	Yes	No
2. Non Destructive Examination (NDE) of welds	None	Funds for MT, PT, and UT equipment	Yes	Yes

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This section must be completed for ALL academic programs, whether scheduled for annual or comprehensive review in spring 2014.

## A. NEW ACTIVITIES

This subsection addresses new activities for, and continuing new activities into, AY 2015 -16. An activity can address many different aspects of your program/discipline , and ultimately is

\*\*\* Please complete this page for each new activity. \*\*\*

2. This item is used to describe how the new activity, or continuing new activity, will support the program/discipline .

Consider:

- Faculty  
Faculty and staff training will provide students with the current technology per AWS industry standards that will improve the efficacy of the program and enhance the student learning. When adding the new curriculum, additional staff will need to be employed.
- Other staffing
- Facilities
- Equipment (non -expendable, greater than \$5,000), supplies (expendable, valued at less than \$5,000)  
Equipment for the non -destructive testing will prepare students for AWS inspection requirements in welding careers.
- Software
- Hardware
- Outside services
- Training  
Faculty and staff training will provide students with the current technology per AWS industry standards that will improve the efficacy of the program and enhance the student learning.
- Travel  
To and from NDE training
- Library materials  
NDE manuals for MT, PT, and UT processes
- Science laboratory materials

- a) Describe the new activity or follow -on activity that this resource will support.

[Begin response here]

The new and follow-on activity resource will support new faculty that would facilitate new courses, equipment that would prepare the students for AWS inspection, training of staff on current NDE processes, travel accommodations, and manuals for NDE for MT, PT, and UT processes.

- b) Describe how this activity supports any of the following:

- 1) Core Competency
- 2) Program level Outcome
- 3) Course level Outcome
- 4) Program/ Discipline Goal
- 5) Strategic Priority Goal

[Begin response here]

The curriculum changes will support the program level outcomes and course level outcomes. The faculty and staff training will support the program as a whole.

- c) Does this activity span multiple academic years? YES NO

If yes, describe the action plan for completion of this activity.

[Begin response here]

The action plan consists of determining the need for each courses curriculum to properly align with the program learning outcomes and student learning outcomes and if changes are necessary and appropriate.

d) What measureable outcomes are expected from this activity? List indicators of success.

[Begin response here]

The measureable outcomes that are expected from the new curriculum will allow more students to successfully complete the student learning outcomes associated with each course. The faculty and staff training will be reflected in this as well.

e) What are the barriers to achieving success in this activity?

[Begin response here]

The barriers to achieving success in this activity are obtaining approval from the appropriate committees in order to implement the changes in a timely manner.

## B. RESOURCE REQUESTS

If new/additional resources are needed for your program/discipline, it is important that you identify them and project their cost, and that these resources and costs be considered through the College's integrated planning (governance, budget development, funding decision making, and resource allocation) processes. A resource is likely to be something

# APPENDIX A . Strategic Priorities & Goals (from Hartnell College Strategic Plan 2013 -2018 )

## Priority 1: Student Access

**Goal 1A:** Hartnell College will provide higher education, workforce development, and lifelong learning opportunities with seamless pathways to all of the colleges present and prospective constituent individuals and groups.

## Priority 2: Student Success

**Goal 2A:** Hartnell College will provide a supportive, innovative, and collaborative learning environment that helps college students succeed at their educational pursuits.

**Goal 2B:** Hartnell College will provide a supportive, innovative, and collaborative learning environment that addresses and meets the diverse learning needs of students.

## Priority 3: Employee Diversity and Development

**Goal 3A:** Hartnell College is committed to 1) increasing diversity among its employees; 2) providing an environment that is safe for and inviting to diverse persons, groups, and communities; and 3) becoming a model institution of higher education whose respect for diversity is easily seen and is fully integrated throughout its policies, practices, facilities, signage, curricula, and other reflections of life.



## Priority 5 : Innovation and Relevance for Programs and Services

**Goal 5A:** Hartnell College will provide programs and services that are relevant to the real world needs of its diverse student population, while also developing and employing a culture of