Instructional Program Review Template

What is an Instructional Program?

An Instructional Program or program of study is comprised of selected courses that lead to a degree or certificate. We have several types of instructional programs—the Associate of Arts (AA) degree, the Associate of Science (AS) degree, the Associate of Arts Transfer degree (AA-T), the Associate of Science Transfer degree (AS-T), and the Certificate.

All Instructional Programs are situated within a specific Guided Pathway that consists of a community of related disciplines. For example, the Biology AS-T is part of the STEM Pathway, which includes the disciplines of Science, Technology, Engineering, and Mathematics.

Program Name

Indicate the type of program here: ☐ AA; ☐AS; ☐AA-T; ☐AS-T; ☒Certificate

Program Name: Welding Technology, COA

Academic Year: 2023 - 2024

Name of Faculty Submitter(s): Brian Packer

I. Program Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the program. This section should be kept short, a few paragraphs at the most, and address the following:

A. What is the program mission and how does it support the institutional mission?
The goal and objectives of the welding program is to provide students with career technical education in welding technology. This program will help meet one of the California Community College's primary missions of advancing California's economic growth and global competitiveness through education that contributes to continuous workforce improvement.

B. What is the program vision and how does it support the institutional vision?
This program also aligns with BCC's mission by offering career and technical education and workforce development programs and courses that give students knowledge, skills, and certificates necessary for success in the workplace. Student welders gain the skills necessary to safely and competently weld, using various welding processes, for personal pursuits, or to gain entry level welding employment in the local economy and/or obtain the Welding Certificates/Associate of Science Degree in Welding and American Welding Society (AWS) certifications.

C. Please provide a short program description:
The Welding Department staffing consists of four qualified adjuncts and one full-time instructor teaching ten different welding classes consisting of five welding processes as well as blueprint reading. Currently there is also one Full Time IMMT faculty who is qualified to teach the welding program. The courses are offered in the evenings and weekends to meet the needs of working students and faculty teaching schedules. Two of the instructors are currently AWS certified welding inspectors, allowing BCC to offer AWS certifications in D1.1 structural steel and any

other AWS welding code. Currently our program offers five different Certificates and an associate of science degree in Welding Technology.

D. How does your program align to and/or support one or more of the following BCC Strategic Priorities?
The mission and vision are stated above, the program offerings prepare students in basic welding skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student to have the opportunity to transfer to upper division and industry leading institutions. Partnering with local agencies, businesses, schools, and military bases to promote positive community skilled work force development and economic growth, and to support the training of skilled labor to meet the growing shortage of skilled labor in today's economy.

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

II. Program Effectiveness

The purpose of this section is to evaluate the program holistically by reviewing and analyzing data in the areas of Students, Courses, Program, and Faculty.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers while also considering how the data connects to fostering student success, helping students reach their goals, and furthering the mission of BCC.

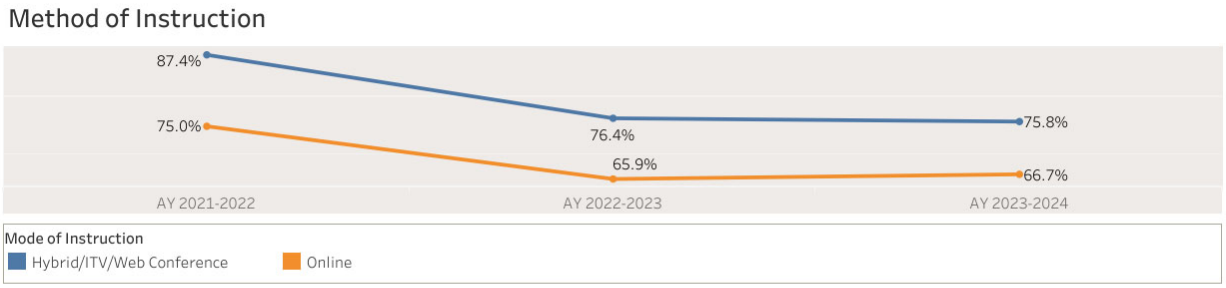
Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

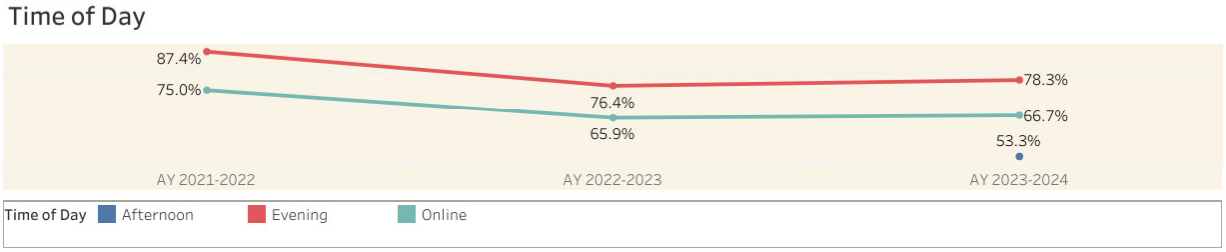
Instructional Program Review Template

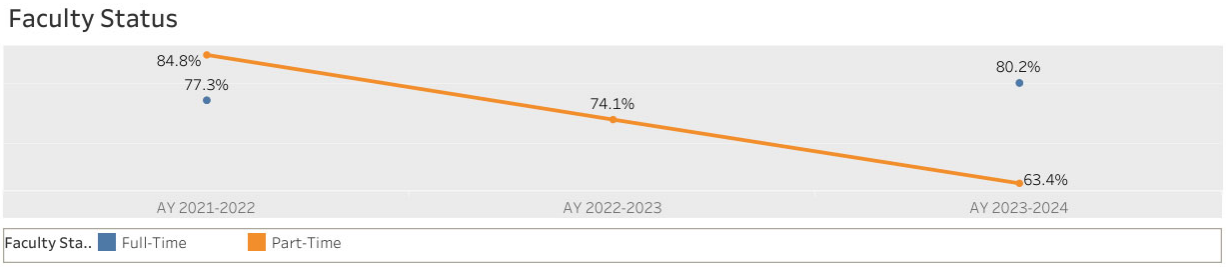
Course Data and Analysis

A. Course Success Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)







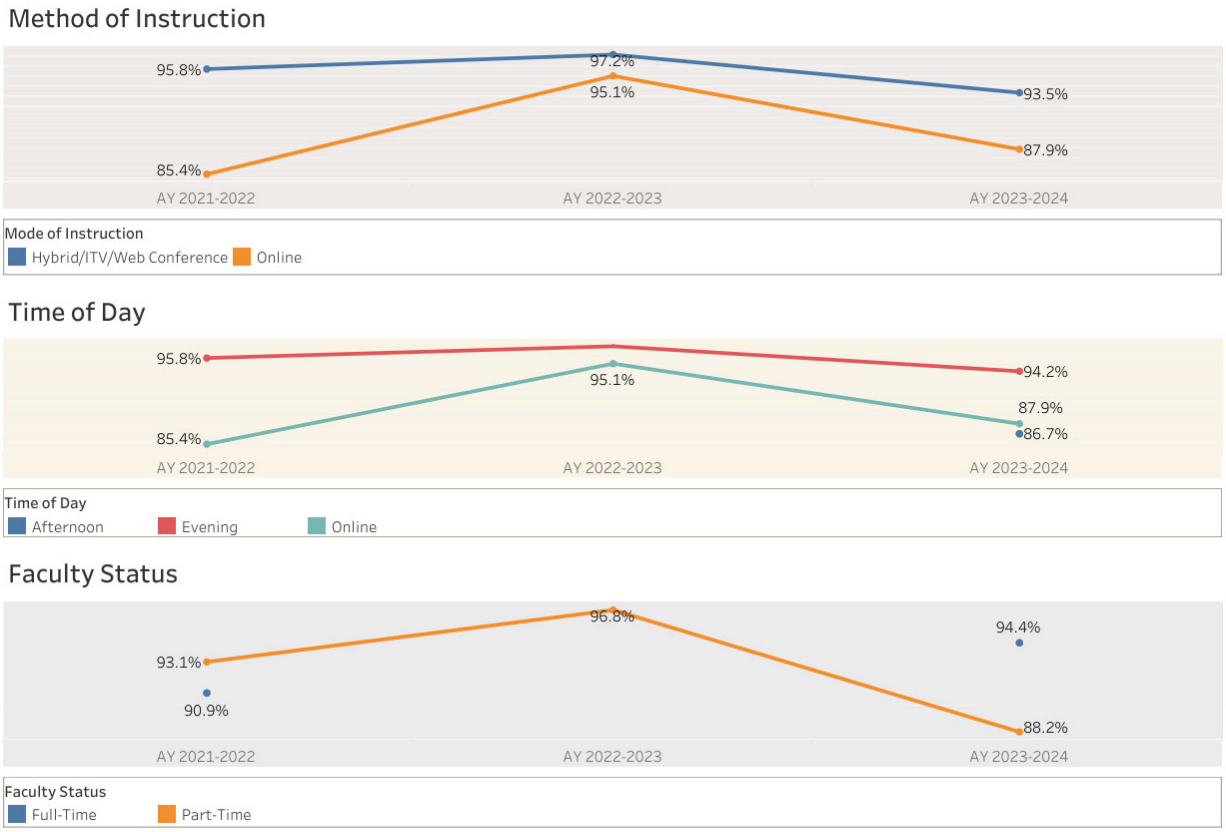
All welding courses are offered in a hybrid format except for blueprint reading which is online. Success rates decreased slightly from 2021-2022 to 2022-2023, possibly a result of the pandemic. Enrollment rates have been increasing during this period.

There was only one afternoon class during these three years and the afternoon class had a 2023-2024 success rate of 53.3%; Evening classes had a 2021-2022 (87.4%), 2022-2023 (76.4%), 2023-2024 (78.3%) success rates. This follows a similar pattern as the method of instruction.

Full time faculty success rates increased from 77.3% in 2021-2022 to 80.2% in 2023-2024. There is no data available for 2022-2023. Part time slightly decreased since a full-time instructor was hired.

B. Retention Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)



Both hybrid and online (blueprint reading) increased slightly in retention from 21-22 to 22-23 and decreased slightly from 22-23 to 23-24. The changes were less significant in hybrid than they were for online.

Scheduling shows a retention rate that is steady for evening classes from 95.8% to 97.2% to 94.2%. Afternoon has data only for 2023-2024 and has a retention rate of 86.7%. Online has a retention rate of 85.4% to 95.1% to 87.9% for 2021-2022, 2022-2023, 2032-2024, respectively.

Part time faculty has a retention rate of 93.1%, 96.8%, 88.2% for 2021-2022, 2022-2023, 2023-2024, respectively. Full time faculty has a retention rate of 90.9% for 2021-2022 and 94.4% for 2023-2024. There is no full-time data for 2022-2023.

C. Section Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Section Count by Instructional Method

	AY 2021-2022	AY 2022-2023	AY 2023-2024	Grand Total
Hybrid/ITV/Web Conferencing	10	11	11	32
Online	3	2	3	8
Grand Total	13	13	14	40

Section Count by Time of Day

	AY 2021-2022	AY 2022-2023	AY 2023-2024	Grand Total
Afternoon			2	2
Evening	10	11	9	30
Online	3	2	3	8
Grand Total	13	13	14	40

Section Count by Faculty Status

	AY 2021-2022	AY 2022-2023	AY 2023-2024	Grand Total
Full-Time	1		8	9
Part-Time	12	13	6	31
Grand Total	13	13	14	40

Section counts by mode of instruction for 2021-2022, 2022-2023, and 2023-2024, respectively are: Hybrid: 10, 11, 11; Online: 3, 2, 3.

Section counts by time of day for 2021-2022, 2022-2023, and 2023-2024, respectively are: Evening: 10, 11, 9; Online: 3, 2, 3. Afternoon was only offered for 2023-2024 and had a section count of 2.

Section counts by faculty status for 2021-2022, 2022-2023, and 2023-2024, respectively are: part time: 12, 13, 6; full time: 1, no data, 8.

There is not enough data to identify the equity gaps.

Instructional Program Review Template

D. Enrollment Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Enrollment Count by Instructional Method

	AY 2021-2022	AY 2022-2023	AY 2023-2024	Grand Total
Hybrid/ITV/Web Conferencing	120	145	160	425
Online	49	41	66	156
Grand Total	169	186	226	581

Enrollment Count by Time of Day

	AY 2021-2022	AY 2022-2023	AY 2023-2024	Grand Total
Afternoon			15	15
Evening	120	145	145	410
Online	49	41	66	156
Grand Total	169	186	226	581

Enrollment Count by Faculty Status

	AY 2021-2022	AY 2022-2023	AY 2023-2024	Grand Total
Full-Time	22		133	155
Part-Time	147	186	93	426
Grand Total	169	186	226	581

Enrollment counts by mode of instruction for 2021-2022, 2022-2023, and 2023-2024, respectively are: Hybrid: 120, 145, 160. Online: 49, 41, 66.

All welding courses are hybrid except blueprint reading. Hybrid courses have steadily increased over this period.

Enrollment counts by time of day for 2021-2022, 2022-2023, and 2023-2024, respectively are: afternoon: no data, no data, 15. Evening: 120, 145, 145. Online: 49, 41, 66.

Most welding classes are currently offered in the evening so that is where the highest enrollment counts are. There is not enough data to show a trend in the afternoon course and the online course has fluctuated, but has the highest enrollment count most recently.

Enrollment counts by faculty status for 2021-2022, 2022-2023, and 2023-2024, respectively are: Full-time: 22, no data, 133. Part-time: 147, 186, 93.

The welding program did not have a full-time welding instructor until fall 2023 so enrollment counts were almost completely taught by part time instructors until that time. In 23-24 59% of enrollment was taught by the full-time faculty.

Instructional Program Review Template

E. Class Size Average by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Students per Section by Instructional Method

	AY 2021-2022	AY 2022-2023	AY 2023-2024	Grand Total
Hybrid/ITV/Web Conferen..	12.00	13.18	14.55	13.28
Online	16.33	20.50	22.00	19.50
Grand Total	13.00	14.31	16.14	14.53

Students per Section by Time of Day

	AY 2021-2022	AY 2022-2023	AY 2023-2024	Grand Total
Afternoon			7.50	7.50
Evening	12.00	13.18	16.11	13.67
Online	16.33	20.50	22.00	19.50
Grand Total	13.00	14.31	16.14	14.53

Students per Section by Faculty Status

	AY 2021-2022	AY 2022-2023	AY 2023-2024	Grand Total
Full-Time	22.00		16.63	17.22
Part-Time	12.25	14.31	15.50	13.74
Grand Total	13.00	14.31	16.14	14.53

Class size average by mode of instruction for 2021-2022, 2022-2023, and 2023-2024, respectively are: Hybrid: 12.00, 13.18, 14.55. Online: 16.33, 20.50, 22.00. Class sizes have slightly increased.

Class size average by time of day for 2021-2022, 2022-2023, and 2023-2024, respectively are: afternoon: no data, no data, 7.50. Evening: 12.00, 13.18, 16.11. Online: 16.33, 20.50, 22.00.

Class size average by faculty status for 2021-2022, 2022-2023, and 2023-2024, respectively are: Full-time: 22.00, no data, 16.63. Part-time: 12.25, 14.31, 15.50.

Instructional Program Review Template

F. Efficiency: WSCH, FTES, FTEF

Program
Associate of Science Degree, Welding Technology

Course
All

Efficiency by Faculty Status

		WSCH	FTES	FTEF	Efficiency (WSCH/FTEF)	Efficiency (FTES/FTEF)
AY 2021-2022	Full-Time	110	3.67	0.33	330	11
	Part-Time	730	24.32	4.00	182	6
	Total	840	27.98	4.33	194	6
AY 2022-2023	Part-Time	927	30.90	4.30	216	7
	Total	927	30.90	4.30	216	7
AY 2023-2024	Full-Time	663	22.10	2.67	249	8
	Part-Time	460	15.34	2.00	230	8
	Total	1,123	37.44	4.67	241	8

Efficiency Targets: WSCH/FTEF = 525 OR FTES/FTEF = 17.5

FT/PT/OL Faculty Load Ratio (FTEF)

Efficiency has increased each year during this three-year period.

Student Equity Course Data

A. What equitable practices are being performed by most or all courses within the program (ACCJC Standard 2.2, 2.6, 2.7, 2.8, 2.9)? Please review the following equitable practices and check all that apply.

☒ Multiple options for knowledge acquisition

☐ OER materials

☒ Use of Early Alert

☐ Audio files as video alternatives

☒ Provides students an opportunity for feedback on instruction

☒ Ensures all student races and backgrounds are represented in the classroom and the curriculum

☒ Presentation of resources from campus departments

☒ ADA compliant materials

☐Use of graphic organizers

☒ Promotes peer community building and support

☒ Seeks multiple perspectives

☒ Correlates learning with real-life experience

☒ Probing and clarifying techniques

☒ Creates space for students to ask for help

☐ Utilizes learning pact

☒ Includes resources in syllabus

☒ Provide reminders to students throughout course about resources available

☒ Collaborative note-taking

☐ Other:
Click or tap here to enter text.

B. Specifically discuss any equity gaps that have surfaced in the data.
OER textbooks are not available with enough content to use for the courses and textbook cost can sometimes hinder students' access.

C. What innovative plans or projects will help to close these gaps?
Perhaps with more OER content becoming available, there will be enough welding OER content to allow us to switch to OER in the near future.

Curriculum

A. Have all program courses been peer reviewed within the last 5 years (ACCJC Standard 2.2, 2.3)? If no, please name the course and when it is scheduled for peer review.
☒ Yes ☐ No

B. Have all courses been taught at least once within a two-year time frame? If no, please list the course(s) that has/have not been taught within the last two academic years and why (ACCJC Standard 2.5).

☐ Yes ☒ No
Weld 58A, Weld 58B, Weld 58C were archived and have recently been offered again and will now be offered at least once within a two-year time frame.

C. Have there been any changes to the curriculum (courses or program) since the last full program review? What changes and why?
No significant changes have been made.

D. If you feel there are any relevant curriculum details not covered in the above three questions, please list them here (optional).
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Program Learning Outcome Assessment Data (Standard 2.9, 4.3)

Use the section and questions below to summarize findings, trends, and future action for the PLO assessment data.

Instructional Program Review Template

Program Learning Outcomes	Assessment Results – Summary of Data	Please list any future plans based on results
A. Apply the skills necessary for Welding following the American Welding Society (AWS) guidelines.	All results were above 87% between 2021 and 2024 except in Fall 2022 age groups 25-29 and 50+.	Ensure as many students as possible are assessed.
B. Demonstrate knowledge about the required materials of the trade and can operate equipment in a safe manner.	All assessment scores were high for this PSLO.	As above, assess as many students as possible.
C. Demonstrate skills necessary to receive industry recognized certification in the SMAW, GMAW/FCAW, GTAW processes. In addition, students will possess Blueprint Reading and Fabrication skills.	The results show 87.6% and 98.9%, however this number is higher than the actual percentage of students that passed certification tests.	This PSLO needs to be looked at and it needs to be decided if this should be a pass or fail rather than graded on a scale.
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E. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

A. Since the previous program review, what changes or actions, if any, have been taken to improve outcomes?
Outcomes have been successful.

B. Please reflect on the PLO data above and discuss any possible strengths the program has based on the data.
The percentage of students successfully passing the outcomes assessments is very high.

C. Please reflect on the PLO data above and identify areas for student-centered growth or improvement.
   - Are there specific courses/SLOs that the program would like to focus on for growth and improvement?

   PSLO 3 is skewed because it is currently being assessed on a grading scale rather than a pass or fail. Students may perform a weld on this test that is good, but does not pass the destructive testing required.

   - What actions can help grow or improve these areas moving forward?

   Either the PSLO 3 can be modified or the way in which it is assessed can be modified.

D. Please reflect on assessment data trends based on ethnicity, race, and gender.

- What actions can the program take to support equitable outcomes?

Ethnicity, race, and gender differences are very consistent in their outcomes, however black/African American students have a lower success rate for the past two years.

- Are there specific student groups the program would like to focus their efforts on?

The program should focus on black students and try to increase their success rates.

Program Data and Analysis

A. Award Count

5 awarded for 2021-2022, 7 awarded for 2022-2023, 2 awarded for 2023-2024.

B. Demographics of students in major vs. demographics of students who receive award (percentages)

There does not appear to be a significance in differences in demographics, but all awarded are between the ages of 20 and 49; There were 9 male and 5 female students who were awarded degrees during this time. 6 white, 5 hispanic, 2 black, and 1 Asian student were awarded degrees during this time.

C. Student Equity Program Data

- Specifically discuss any equity gaps that have surfaced in the data.

No equity gaps have surfaced.

- What innovative plans or projects will help to close these gaps?

We will continue to keep all of the welding courses welcoming to all demographics.

D. Student or Program Satisfaction Survey Results (if applicable)

N.A.

E. CTE-specific data (CTE programs only)

- Did you participate in the advisory boards?

I did participate in the advisory boards.

- What were the high-level themes and recommendations from the advisory board meetings specific to your program?

  It was emphasized that students were lacking soft skills and basic skills that should have been learned before entering the program.
- What advisory recommendations have you implemented or do you plan to implement?

  I plan to review some basic skills during some of the courses such as reading a tape measure and some basic algebra and geometry. I have and will continue to emphasize how important soft skills are to employers.

Labor Market data

- What is the job outlook in the region for your program area?

  According to Centers of Excellence, the demand for jobs related to welding are expected to increase by 5% over the next five years. There are expected to be 624 annual job openings,

but a total of 496 total annual awards given for welding technology by community colleges and other postsecondary institutions combined. This will not meet the demand expected.

- What is the percent increase or decrease trend for job employment in this field?
  5% increase.

F. Institution-Set Standards and the Big Picture

This section provides an opportunity to tie in all the data about the program to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.

	Institution Set (Floor)	Stretch Goal (Aspirational)	Program Data
Course Completion Rates	**70%**	**73%**	**73.1%**
Certificates	**80**	**100**	**6**
Degrees	**440**	**525**	**2**
Transfers	**165**	**210**	**-**
*Licensure Exam Pass Rates	**70%**	**79%**	**-**
*Employment Rates	**60%**	**73%**	**-**

**Applicable to CTE*

1. How is your program doing overall based on observation of program data?
   Overall the program is doing well, but there is always room for improvement. The welding technology certificate of achievement program appears to be improving over the period shown. There were more than double the amount of certificates awarded during 23-24 than 21-22 and 22-23 combined.

2. Provide an analysis of the "big picture" by reflecting on how your program data compares to the Institution-set Standards below.
   All courses exceed the institution-set standards other than the online blueprint reading course and the Saturday afternoon course. The blueprint reading course has a significant emphasis on algebra and geometry, which could be a reason it is below the standard. The Saturday afternoon course may be below the standard because of the schedule and student absences.
3. If your program is falling below on any of these areas, what corrective actions do you plan on taking to bring your outcomes up to standard?
   For the blueprint reading course, we could go more in depth or spend more time reviewing the algebra and geometry portion.

Instructional Program Review Template

Guided Pathways and Response

A. Name of the Guided Pathway that your discipline is a part of
Trades and Applied Technology

B. List the other disciplines that are part of your Guided Pathway
Automotive Technology, Diesel Technology, Industrial Maintenance Mechanic Electrical & Instrumentation, Industrial Maintenance Mechanic Technology.

C. Provide a summary of how your discipline collaborates with other disciplines in your Pathway.
Examples of collaboration: meetings, projects, conferences, other cross-disciplinary professional development, etc.
Meetings, Advisory board meetings. Students are encouraged to take courses in these other disciplines because the skills learned in each discipline cross into the other disciplines and are sometimes closely related.

Faculty/ Program Staff Data and Analysis

A. Faculty Load (FTEF)
Full-time 2021-2022: 0.33; 2022-2023: 0%; 2023-2024: 2.67

Part-time 2021-2022: 4.00; 2022-2023: 4.30; 2023-2024: 2.00

B. FT/PT/OL Faculty Ratio
FT/PT/OL 2021-2022: 7.69%/92.3%/0%; 2022-2023: 0%/100%/0%; 2023-2024: 42.9%/42.9%/14.3%

C. Faculty Professional Development

1. Please list any professional development that faculty members have participated in (Standard 3.2)
Attended annual SLO Symposium, Attended Friday SLO Talks meetings.

2. Please list any professional development that faculty members would benefit from (Standard 3.2)
Lincoln Electric offers Welding Educator's Workshops.

   AWS offers multiple professional development opportunities such as Instructional Strategies for Welding Educators, Safety in Welding, and Fundamentals of Welding Curriculum.

3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)
BCC's welding program has lost some staffing, but 2 part-time instructors have been hired to fill those vacancies. Faculty may need to be increased if enrollment counts continue to increase. A lab assistant would be beneficial to the program and enable the faculty to spend more time helping students and less time maintaining and preparing equipment.

D. Overall Observation of Data on Faculty

This section provides an opportunity to tie in all the data about faculty to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.

Provide an analysis of the "big picture."

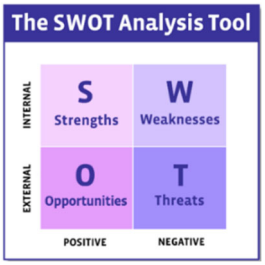
Enrollment counts have increased beyond capacity and more space and equipment will be needed to accommodate the higher enrollment counts. One full-time faculty has been in place for one year and two part-time faculty are starting in the fall of 2024. This will give the program the ability to have more afternoon courses to accommodate more student enrollment. Enrollment is capped in the hybrid courses at 14 students, however, for one of the courses (Weld 55B), there are only 6 machines capable of welding in the process so students need to share the machines, which limits their time practicing and ability to become efficient.

There is a demand for skilled welders and many of the students who successfully complete this program are successful at gaining employment in their field of study.

SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS BCC has hired one full-time and three part-time faculty with many decades of combined diverse industry experience, which will allow real world experiences to be brought to our students.	WEAKNESSES Welding courses have been confined to 1/3 of the weld shop creating issues with space for students and equipment. I feel that the program has the potential to grow significantly, but would need more space.
External	OPPORTUNITIES The demand for welding courses by students has increased. Plans of local industry growth are expected to create a high demand for skilled	THREATS Not having the ability to compete with other colleges or training facilities in terms of growth due to space limitations.

	industry jobs, including welders. Partnerships with local employers can help us give students more precise skills needed locally.	

III. Program Goals, Objectives, and Outcomes

The purpose of this section is to use data to develop goals and objectives for the next three years. Reflect on the responses to all the previous questions and the SWOT analysis in Section Two.

As you develop goals and objectives,

- *Formulate **two to three** **Program Goals** to maintain or enhance program strengths, or to address identified weaknesses (cite evidence from assessment data and/or other student achievement data, course, faculty, etc).*
- *indicate the **status** of the Program Goal (ex: is the goal new, a carry-over from the previous program review cycle, etc.)*
- *Indicate how each Goal is **aligned** with the College's Strategic Priorities.*
- *Indicate how each goal is **aligned** with the Pillars of Guided Pathways.*
- *List at least one **objective** for reaching each goal.*
- *Develop an **outcome** statement for each objective.*
- *Explain how you will **measure** the outcome.*
- *List any **resources** that will be needed to achieve the goal.*

GOAL #1

To enhance enrollment counts and effectiveness in the next academic year.

A. This Goal is

☐ New

☐ Continued

☒ Modified

If modified please list how and why.

Changed from: Enhance enrollment counts.

To: To enhance enrollment counts and effectiveness in the next academic year.

Increase the number of machines capable of welding non-ferrous materials from six to fourteen so that all students in the non-ferrous welding class will have a machine to use.

The older welding equipment that we have works fine with keeping up their maintenance, although newer machines have more capabilities and advanced technological features. Just adding additional machines to match the number of students in the courses would be adequate.

B. Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*
Choose an item.

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

C. Relationship to Guided Pathways

☐ Clarify the Path

☐ Entering the Path

☒ Staying on the Path

☒ Support Learning

D. Please list objective(s) for achieving this goal.

1. Our capacity is limited by the limited space and welding machines that we have.
   Purchase more machines to support current enrollment in weld 55B. We have six machines for fourteen students, which limits their time welding because it is necessary for them to take turns.
   Maintain and or increase funding for new technology and more machines.
2. To hire more faculty for the welding program.
3. Increase space for the BCC welding students. Our capacity is limited by the limited space and welding machines that we have.
4. Increase funding for consumable materials as industry pricing has increased tremendously. recently and expand and replace old equipment. Use funding resources to maximize classroom size and space for labs. Provide new equipment and technologies as new technologies come forth. Increase funding for consumable materials.

E. Please list outcome statements for each objective.

Utilize space for more efficient student training.
Improvements and additions to facilities.
To enhance facilities so that it will support industrial training needs.
Being able to have sufficient consumable materials and enough machines for all students in the courses.

F. Briefly explain how you will measure the outcome.

We will be able to increase student enrollment if we have more welding stations and equipment to adequately support more student workstations and/or add additional courses.

We will have additional equipment that is technologically current and additional courses to accommodate increased enrollment.

G. Please list resources (if any) that will be needed to achieve the goal.

Welding machines, belt sanders, horizontal band saw(s), additional equipment, additional consumables, more welding stations or utilize stations that are occupied with BNSF equipment when BNSF is not in class; adding additional courses.

GOAL #2

Offer BCC welding as an American Welding Society accredited testing facility for the students and the general public.

B. This Goal is

☒ New

☐ Continued

☐ Modified

If modified please list how and why.

NA

C. Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Choose an item.

D. Relationship to Guided Pathways

☐ Clarify the Path

☐ Entering the Path

☒ Staying on the Path

☒ Support Learning

H. Please list objective(s) for achieving this goal.

1. Get all faculty American Welding Society (AWS) welding inspection certifications (CWI).
2. Research requirements for becoming an AWS ATF.

I. Please list outcome statements for each objective.

All welding faculty will be certified welding inspectors meeting the accreditations requirements for AWS.
Becoming an AWS accredited testing facility would allow BCC to accommodate students and the general public of the high desert region the ability to earn AWS welding certifications external to our current welding program.

J. Briefly explain how you will measure the outcome.

BCC will have the ability to issue AWS certifications in accordance with AWS accredited testing facility requirements.

K. Please list resources (if any) that will be needed to achieve the goal.

CWI credentials and renewals for welding faculty.

Resources to ensure BCC weld shop meets AWS ATF standards.

GOAL #3

Click or tap here to enter text.

C. This Goal is

☐ New

☐ Continued

☐ Modified

If modified please list how and why.

Click or tap here to enter text.

D. Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*
Choose an item.

Choose an item.

Choose an item.

Choose an item.

E. Relationship to Guided Pathways

☐ Clarify the Path

☐ Entering the Path

☐ Staying on the Path

☐ Support Learning

L. Please list objective(s) for achieving this goal.

Click or tap here to enter text.

M. Please list outcome statements for each objective.

Click or tap here to enter text.

N. Briefly explain how you will measure the outcome.

Click or tap here to enter text.

O. Please list resources (if any) that will be needed to achieve the goal.

Click or tap here to enter text.

Previous Goals/Outcomes

Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.

The previous goal of Research how the classes could become transferable to attract more students, and to align with UC programs such as mechanical engineering, electrical engineering

etc. does not align with the desires of our current students. When asked, no students planned to transfer to a four-year institution to continue their education.

Instructional Program Review Template

IV. Resource Requests:

Did you receive any resources over the last cycle? Did the funding of resource(s) have the positive changes the discipline or program was looking for?

Two part-time instructors were very recently hired, although one may move to another related discipline soon. We have not yet been able to purchase additional welding machines or improve space constraints.

What resources are needed for the program to meet its goals and objectives? Resource requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

- *Personnel/Staffing*
- *Technology Resource*
- *Facilities Resource*
- *Professional Development*
- *Other*

For all resource requests programs should utilize the Budget Allocation Proposal form and submit with their program review.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
1	1	8 welding machines	$100,000.00	Yes	Click or tap here to enter text.
1	2	Hire additional faculty	Click or tap here to enter text.	Yes	Click or tap here to enter text.
1	4	Increased funding for consumables.	$40,000.00	Yes	Click or tap here to enter text.
2	1	Welding inspector certification initial ($4,000 each) and renewals ($605-$870 each every 3 years).	$8,000	Yes	Click or tap here to enter text.

2	2	Certified Welding Inspector (CWI) renewals	$605-$870 each.	Yes	Click or tap here to enter text.