

# CTE Program Review – Annual Program Update for 2021-2022

## PART A

### SECTION 1: BASIC PROGRAM INFORMATION

Program Name: **Welding**

Program Faculty Department Chair(s): **Scott Judy**

Program SAC Chair(s): **Lauren Cobb, Kevin Longueil**

Program Dean: **Carrie 😊😊 Weikel-Delaplane**

Pathway Dean: **Karen Sanders**

Please highlight where your classes are offered.

Classes/Services offered at: **CA** / **RC** / SE / SY / NB / HC / WCC / Metro / CLIMB / **OMIC** / Other: **Newberg High school**

#### 1A. Program Structure

- Do you have a Competitive Entry or Admissions Process?
  - Competitive, based on admission criteria
  - Competitive due to limited capacity, based on order of application
  - Open entry
  - Other  Open entry, Open Exit \_\_\_\_\_

## SECTION 2: REFLECTING ON DATA

All data cited below can be found here:

<https://www.pcc.edu/institutional-effectiveness/program-profiles/>

\*\*\*Note the row of Tabs just below your Bookmarks Bar. Begin on the Home Tab. This is where you will choose your selection criteria for your data. Return to the Home Tab whenever you want to change your selection criteria. See the Help and Data Dictionary Tabs as well as the Data Directions Document included in the email with this template for more information.

Please include data from at least the last three years and up to the last five years. A 3-year review is recommended. SACs may have unique circumstances and reasons for looking more or less broadly.

2A. Enrollments (SFTE) per year; Location (where course is taught); Modality

**SEE Student FTE Tab. (Cascade 2018-19,71.0) (Cascade 2019-20, 61.2) (Cascade 2020-21 11.4) (RC 2018-19, 161.0) (RC 2019-20, 121.9) (RC 2020-21, 19.2)**

2A1. Does this data suggest any questions that the SAC would like to pursue? **No, due to the Pandemic and the college not holding in person classes, hugely impacted enrollment.**

2A2. Do the data suggest adjustments be made in your program, such as schedule or course offerings, with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with? **Yes, when the college gets back to full opening, the welding program can start the open entry open exit style of registering students throughout the term as the program is intended to do. This will increase Welding's enrollment overall.**

2A3. Are there other data reports that you would find informative/useful with regards to enrollment? How would this information support decision-making for the program? **The Welding Faculty use enrollment reports on Google, which are provided weekly by our administrative team. Since the Welding Program operates in an open entry open exit instructional format, the reports assist the faculty in knowing when to bring new students into the Welding Program and this also helps keep SFTE up.**

## 2B. Course Success Rates

*Data Definition: Success rate represents the percentage of students who successfully complete a course. It is calculated as:*

$$\% S = \frac{\text{Number of students receiving a grade of A, B, C, P, PR, or CM}}{\text{Number of students receiving a grade of A, B, C, D, F, P, NP, I, W, PR, CM, N, UP}}$$

*PR, CM, N, and UP are non-credit grades used in the Adult Basic Education program.*

*Success rates for gender and race are not calculated when the enrollment is less than 5. For any success rate that is not calculated, the total for that column is also not calculated.*

### **% Success By Course and Modality**

**SEE Modality Tab**

2B1a. Are there any courses with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones? A non degree track class with only one student will likely have either a 100% pass rate or 100% fail rate. WLD 113 is the final stage within the students first full time term. Typically 111,112 and113 are taken together and students will choose to get a job after 111,and 112 and not complete 113. Also WLD 113 is more difficult and if a student has any attendance issues they do not have enough time to finish 113.

2B1b. Are there any modalities with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?  
College campuses vary in space and equipment availability and so naturally Rock Creek has higher enrollment than Cascade campus.

## 2B2. Strategy Insights

What strategies have you used to maintain high success rates? What can be learned that might be applied to courses with lower success rates? What are possible actions to be taken to understand/address lower success rates? Please clearly explain how your discipline intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal. Content and Curriculum change to meet industry standards along with course material selection. The Welding Program for the next year still plans to track the student from school to employment. Continued tracking of the data to make sure there is not a pattern of low success rates in welding classes. See Appendix- Job placement Stats.

## Enrollment and % Success By Course and Student Demographics

### SEE Gender, Race, and Pell Tabs

2B3. The data may indicate a pattern of inequities (in gender, race, or Pell eligibility) in student enrollment or success. Please clearly explain how your program intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal. **There is not a clear pattern of inequities in gender, race, or pell eligibility. The Welding program teaches multiple non degree track welding courses that should not be compared to classes that are part of the students two year Associate's degree program. The highest completion rate was not due to higher enrollment because in previous years the enrollment was higher but completion was lower. College recruitment in more areas could be a positive step toward a higher level of diversity. Moving into 2022 the Welding program will continue to support our students by making meaningful connections and student centered decisions.**

2B4. What support does your SAC need to fully explore inequities in enrollment or student success? For example, are there any other data reports you would find useful to have related to student success? **Yes, our Student prospective list gives the welding instructors an idea of what goals the students are trying to achieve. This helps having students in the correct classes so they succeed.**

## 2C. CTE Completions

### SEE Awards Tab

2C1. Is the program independently tracking student completions? Feel free to share your data sets here. Are there any program practices that positively influence completions? Are there any program practices that could be revised in order to more positively influence completions? Please explain. **Yes I will attach an excel sheet with students employed in the welding industry. The program practices 3 to 4 credit classes and pathway certificates. The certificates help students learn one type of welding, mostly for employment, but have proof of completion on transcripts.**

2C2. If different from your internal tracking (if you do it), what conclusions or observations are suggested by the graduation data provided in the Awards Tab? **Students tend to graduate in clusters due to open entry and open exit.**

2C3. Is your program aware of any external influences that strongly affect program completion? For example, labor market impacts, business partnerships, or internship availability, etc. Please explain. **When the welding industry is hiring welders with less experience this can affect completion. Due to demand the industry will fluctuate in the skills required for welding jobs. Covid has delayed students' completion because of the limited offering of courses during the pandemic.**

2C4. Are you able to get information about graduate job placement/salaries for recent graduates? If so, please describe how you get that information, and what you have learned.

**Yes, the welding program collects information from the students and our advisory committee. The pay for welders is on a steady rise from previous years.**

## SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

### 3A1. Learning Assessment Reports

- X Multi Year Plan current and complete
- X 2021 Summary Data Report submitted
- X 2021 CTE Learning Assessment Report submitted

2021 TSA submitted (Please check if TSA submitted)

Program Notes: If any of the above forms above was not submitted, please explain why. Feel free to add additional notes/ context as appropriate. **All Submitted.**

### 3A2. Assessment Reflection

Please respond to the question below, which relates to your SAC's 2020-2021 Learning Assessment Report to the Learning Assessment Council (LAC).

**Commendations:** Great project and well-written explanations! This was an interesting read! Sharing raw data is really appreciated!

And the light bulb about the rubrics is priceless. There is so much opportunity for consistency for our students if the rubrics are clear. But we are not perfect. This is the value of going back and tweaking our work to improve teaching and learning.

**Suggestions/Comments:** Feedback on your questions: for a SAC assessment project, every instructor should use the same rubric for scoring, *but grading* rubrics can be different than the assessment rubric. Grading is up to individual instructors, but for consistency in measuring student achievement overall, it's important to use a shared rubric for assessment. Thus, it boils down to how the SAC would like to use the rubric(s). If it remains a shared tool for grading, discussion on interpretation and scoring sounds like an important topic. For scoring for assessment, the SAC could consider simply scoring all of the assignments as a group since there are so few - that is called the "consensus" method of scoring and it's possible with fewer than 20 artifacts to consider.

Speaking of rubrics and equity, would the SAC consider using gender-neutral language in the reports and in the classwork/rubrics if possible (i.e. weld quality and workmanship for the fifth hold point. Consider: Quality and competent weld or quality and skillful weld)?

**Questions:** Will the SAC be able to use this project in WLD 113 this year and in WLD 263 (same cohort)? It would be interesting to see the evolution of students in year 1 and year 2 and compare their own projects.

**SAC Response:** This is a great idea but is not going to work for the program we would have to require for the students to complete the 113 final in the Capstone class. The Capstone class is customized to the individual students and focused on job readiness, resume writing, a simulated hands on welding test, senior fabrication/welding project and budgeting cost for the project.

Yes gender neutral language on the rubrics were discussed by the SACC and is an ongoing discussion. We plan on replacing it with weld quality or something close.



## SECTION 4: ADDITIONAL ACHIEVEMENTS, CHALLENGES or OPPORTUNITIES

4A. Is there anything further you would like to share about your program's achievements at this time?

With the onset of the Pandemic the Welding Department transitioned its lecture classes into an online format. Just as the other CTE programs at college, this caused a great deal of work and growth. It should be noted that "just meeting online" was not acceptable. The Welding Department worked tirelessly developing electronic lesson plans, creating an inclusive Online classroom within the D2L/Zoom format, creating models for our blueprint class to assist the students in "seeing" the complex drawings and developing a new Math for Welders class. This as well as many other tasks in developing an interactive class is noble work!

OMIC is going to start offering full time starting Winter 2022.

4B. Are there any challenges not described above that you would like to note here?

The Swan Island Training Center (SITC) is antiquated compared to Rock Creek and OMIC. It makes sense for the college to invest in the SITC facility thus enhancing an equitable platform to train welding students.

4C. Do you see any opportunities in the near or long term that you would like to share?

The training program at SITC is moving to develop a stronger Maritime program. This will be accomplished by not only building out a stronger curriculum, but Welding will move towards developing short term/career pathway certificates based on industry needs (i.e. Vigor and other shipyard needs). This in conjunction with the National Maritime Excellence status should surely spring board this program to be a model for our nation.

## SECTION 5: INDUSTRY AND EXTERNAL ACCREDITATION GUIDANCE

### 5A. Advisory Committee

Please check your Advisory Committee list at [Spaces](#). If it is not up to date, submit the current list to [academicaffairs@pcc.edu](mailto:academicaffairs@pcc.edu) and we can update Spaces for you.

Advisory committee roster is current as of: **There is no date listed for the posted roster.**

Please summarize feedback/input that you have received from your Advisory Committee over the past two years, and outline actions that resulted from this feedback. **Vigor and PCC met to discuss curriculum and how that directly relates to working either in ship repair, fabrication, or pipe. Vigor want's more D1.5 code opposed to D1.1 code. Vigor want's students to know how to read a WPS and a basic knowledge of blueprint reading skills. Vigor talked about Fabricating with Steel and Aluminum are very similar, but not when it comes to welding and Vigor would like the students to have a better understanding of that.. Vigor would like a future relationship with all PCC welding to meet the demand of industry.**

Are there any examples of successes you have had working with your Advisory Committee that you would like to highlight? **The Advisory Committee in the past has asked for 3D models of weldments and blueprints, so the students can have a better understanding of what they are looking at. 3D Models of weldments and blueprints have been done with all of the degree seeking classes.**

Does the SAC have any suggestions for ways that the Program and Pathway Deans could support the SAC and the Advisory Committee to work together effectively? **Not at this time the program and pathway deans have been very supportive to welding program needs.**

## 5B. Accreditation

- Do you have professional or programmatic accreditation? (This is a separate accreditation from PCC's institutional accreditation by NWCCU).

YES / **NO**

- If yes:
  - What is the name of your accrediting body?
  - What is the typical accreditation cycle?
  
  - When is your next self-study/visit scheduled to occur?

Please summarize feedback/input that you have received from your accrediting body over the past two years, and/or any actions taken as a result of accreditation recommendation or guidance.