

Bakersfield College

Program Review – Annual Update

Program Name:

Program Type: Instructional Student Affairs Administrative Service Other

Bakersfield College Mission: Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission:

The welding program is committed to student success in career development by becoming an exemplary model and implementing best practices established in the mission of Bakersfield College. The welding program increases student success by:

- **Enhancing our students' experience with online instruction.**
- **Developed Skills Certificates for students.**
- **Use embedded remedial skills in lecture and lab.**
- **Use technology to increase completion rates.**
- **Uses professional development opportunities to address retention.**

Program Mission Statement:

The EIT faculty and staff strive to offer effective, up to date and student centered instruction, being sensitive to the diversity of our students, their educational needs, and their career goals. We provide relevant course and lab work geared toward day and night students seeking careers in EIT related fields, also meeting the needs of students seeking training for career advancement or skills updating. We use a multi-dimensional approach in preparing our students not only for their specific career goals, but also provide activities that assist them with meeting their personal, academic, and intellectual goals. Our faculty actively pursues professional development, program/facilities improvement, and college/community involvement, seeking partnerships and collective efforts.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
-SEE ATTACHED
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two. N/A
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both. N/A

Progress on Program Goals:

A. List the program's current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

Program Goal	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Status Update – Action Plan
1. To develop and conduct Welding classes at Delano/ RFK.	X 1: Student Learning X 2: Student Progression and Completion X 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) X Ongoing: _____ (Date)	Classes continue to be conducted at Delano/RFK. However, with launch of dual enrollment classes BC classes are under enrolled. Status to be evaluated over the coming school year.
2. The need to address deficiencies in soft skills, reading, and trade arithmetic changed the overall focus of lecture, lessons, and lab work. The welding faculty embedded lecture that addressed these components and results will prove through assessment these needs are improving	X 1: Student Learning X 2: Student Progression and Completion X 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) X Ongoing: _____ (Date)	Curriculum has been fully embedded into existing courses. Focus has shifted to streamlining and making embedded curriculum more efficient.

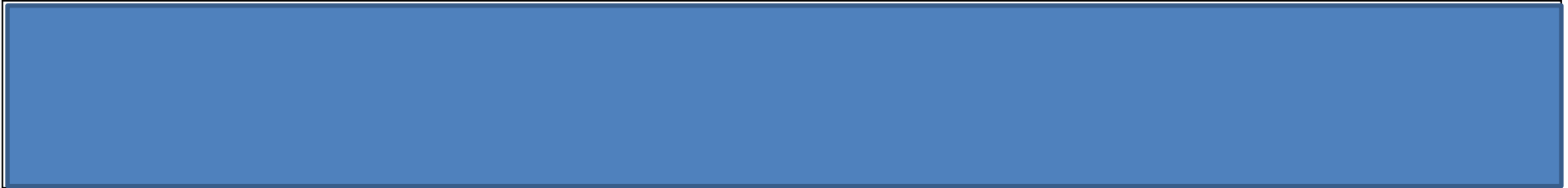
B. List new or revised goals (if applicable)

New/Replacement Program Goal	Which institutional goals will be advanced upon completion of this goal? (select all that apply)	Status Update – Action Plan
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<p>Expand the square footage of welding instructional area to accommodate expansion of fabrication techniques for existing courses and new “Fab Program.” Add much needed storage space.</p>	<p>X 1: Student Learning X 2: Student Progression and Completion X 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement</p>	<p>“Approval” of awning enclosure project by M&O has just been received. Work will recommence with expected completion during Winter Break 2017-2018.</p>
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Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.



The best practices the BC welding program finds effective is the use of technology, tools students can use and access through their digital devices such as welding and industry trade apps. Students can perform welding equipment diagnosis, formula calculations, and solve complex dimensions and angle configurations with apps. Instructors have seen improvements in student performance from app use and hands on training. Students also received added help with “Work Keys” to learn industry techniques and shop math.

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time).

1. Please report on any unexpected changes or challenges that your program encountered this cycle:
 - Enrollments have dipped slightly from a total of 979 in 2015-2016 to 860 in 2016-2017. This is partially due to increase in economic activity in welding related industries offering prospective students jobs. Additionally,
2. How does your trend data impact your decision making process for your program?
 - Lower enrollments display the need for more program promotion through high school visits, open houses, and workshops. Also the need to diversify welding program to serve more industries including food processing, and fabrication.
3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?
 - Success rate ticked up slightly, from 76.6% in 2015-2016 to 77.6% in 2016-2017. This small increase illustrates faculties continued effort to promote completion of certificates and degrees through verbal communication during introduction to classes.
4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?
 - No significant changes.

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
<p>Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</i></p>	<input type="checkbox"/> 1: Classified Staff <input type="checkbox"/> 2: Faculty	
<p>Professional Development: <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i></p>	<input type="checkbox"/> 1: Provided Professional Development <input type="checkbox"/> 2: Attended Professional Development	
<p>Facilities: <i>If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.</i></p>	<input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input checked="" type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance	<p>The welding program did not receive any new furniture or any new renovation, but tried to improve their departments storage area, but was denied the opportunity to improve their area by M&O. The welding department, as for all CTE programs at BC, are in dire need of expansion to accommodate their growing CTE programs.</p>
<p>Technology: <i>If your program received technology (audio/visual – projectors, TV's, document cameras) and computers, how does the technology impact your program and help contribute to student success?</i></p>	<input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input checked="" type="checkbox"/> 4: Other _____	<p>The welding department did not receive any new technology that pertains to the classroom-learning environment.</p>

Resource Request		Discuss How Effective Request is for Student Success?
<p>Other Equipment: <i>If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.</i></p>	<p><input checked="" type="checkbox"/> 1: Replacement <input checked="" type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____</p>	<p>The welding department received a series of new welding machines, a Mobile Welding Unit (WMU), new belt sanders, and a CNC plasma machine that has enhanced the welding department's abilities to better prepare of students for industry standards and processes.</p>
<p>Budget: <i>Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)</i></p>		<p>None at this time.</p>

Conclusions & Snapshot:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program, if someone were to only read this portion of your annual program review.

The welding department feels that the data shows growth and success in the areas of retention, and student success. In addition, the data shows the need to change efforts to increase female enrollment. The data reveals female enrollment has flat-lined, showing no increase over the past year. The welding faculty plans to develop new strategies to recruit and retain female students. Overall, enrollments have dipped slightly. This trend will be corrected in the

next cycle as the welding program picks up students through “Dual-Enrollment.” Seniors will be graduating from “Dual-Enrollment” high school welding classes and continue their welding education at BC.