Verification Team Report

Program/Unit: Welding Technology
Date 02/25/2009

A. Identification of Program, Program Evaluation & Planning Team members, and Verification Team Members

ID of Program: Welding Technology
Program Evaluation & Planning Team members: Tom Smeltzer
Verification Team Members:
Administrator: Oscar DeHaro
Classified: Mark Martin
Faculty: Donna Geiger

Document Reviewed: Instructional Program Evaluation Self-Study

B. Status of Curriculum Revision
- Courses last updated 2001 and considered appropriate to meet requirements.
- Course Outlines have been recently in 2008 reviewed and revised and have been determined to be appropriate to the program.
- Prerequisites: eg., Weld 100, 120 and 130, are continuing courses. For example, Weld 130 is the first half of Weld 120; together they make up 7 units. Courses are sequential.
- SLO’s for the courses and programs have been developed.
- A revision of the degree and certificate requirements was needed because Photo 120 was moved to Fine Arts where the focus in the class is not as pertinent to the anticipated work load with welding. A more appropriate photography class could be developed. Mostly, Photo has been removed but needs to be replaced with a more appropriate photography class. Bus 111 has been replaced by Bus 105.

C. Statement of Completion
The PEP portion of the report and the Planning Report have been completed.

D. Strengths of the Program
- 1 FT instructor and 1 or 2 Adjuncts Syllabi are written by the Program Coordinator to be congruent with course outlines of record. Adjuncts may only amend syllabi to include relational topics with Coordinator’s review and approval.
- Because of the unique qualities of the program, SLO’s have been developed to include observed manipulative exercises, as well as weekly written exams.
- Website is well designed to introduce the program to students with a variety of learning modalities. (See E for suggestion/question)
- Program addresses differences in learning styles well. Program is basically hands-on and uses audiovisual, physical examples, outside speakers, and tours.
- Improved curriculum that meets the needs of students training for a career in the trade as well as community members developing technical skills for personal use
• Staff with a high degree of expertise and motivation to help students achieve their goals.
• Job placement for all interested students.

Napa Valley College Welding Technology is an AWS Educational Institution Member. Improvements to facilities include: Addition of six GTAW stations and four GMAW welding stations featuring state-of-the-art Inverter technology. PlasmaCAM cutting equipment has been installed and supported with two computers for design and programming activities.

Other improvements include: Field trips to regional fabricators/manufacturers each semester; IA hours have been adjusted to better meet student contact times. Communication and relationships with employers have been developed to permit placing students in jobs. Use of instructional technology in the classroom has been achieved.

Welding Technology is a small program with one full time faculty member who is the Program Coordinator as well as the main instructor. He manages all aspects of the program and meets routinely with adjunct faculty for the purpose of assessing instructional needs, methodology and academic rigor. There is analysis of coordinator observations and student evaluations shared with adjunct faculty. Teaching involves one-one instruction with students and real time assessment of competency that allows for immediate correction when needed.

Welding Technology is a strong NVC presence in the community with outreach to the high schools, middle schools, employers, experts in the field including engineers and shop owners. In addition, full time faculty is active in the professional welding community in Northern California. NVC Welding Technology students are sought after and obtain employment in a variety of businesses.

The Department has an active Advisory Committee which focuses on current industry needs, expectations for performance to assist the Coordinator with curriculum improvements and advice on equipment purchases.

Educational options include Certificate, AS Degree, and Transfer. The website gives clear course descriptions and students can easily see what is required for each.

Though enrollments may have decreased somewhat in recent years, retention rates increased in 2007-2008, exceeding college rates. Equity data indicate that successful course completion rates have increased for age groups 21-39 and for Hispanics.

In informal conversation, equipment needs were identified and funding for them is actively pursued. Authorization for a $15,000 saw has just recently been approved. There are now 8 TIG stations (Tungsten Inert Gas) purchased with federal funding which quadruples the number available in the past.
Current practices in the welding profession require higher levels of function than many students possess at entry and impact certificate and Associate Degree attainment more than skill acquisition related to performance. Thus measuring program outcomes based on program completion numbers underestimate program success. Many students find employment in welding jobs before attaining a degree or certificate through the program (see below).

Areas for Program Improvement

- Quantify/qualify the SLO’s by the use of data to improve teaching and student learning. Formalize SLO assessments.
- SLO’s might include understanding of research methods for keeping current in the field after graduation.
- Welding Technology is a Technical Division Program and as such faces different challenges than other degree programs at NVC.
- The certificate program allows the student to go on and become a welding engineer. Although students may recognize more education may give the opportunity to earn additional salary, financial constraints are such that immediate employment is the greater focus.

Another issue is that 2 math courses, physics, digital design, and machine tool are required in the certificate program. However, students often are interested in welding primarily for income or because counselors in high school have steered them away from professional roles. Many students lack achievement at the high school level.

Looking at degrees and certificates does not seem to fit with this program. Being able to find a job, safely perform the job well, and earn an income is the motivation for most of the students enrolled in the program.

It would be helpful if the method used to evaluate Welding Technology could be modified using a different set of desired endpoints. Other countries use the model of strictly professional vs occupational educational tracks but students can be disadvantaged from such tracking when as adults interest and capacity to engage in higher level critical thinking during skill performance develops. All fields benefit from this recognition and continuing to offer training programs where individuals are encouraged to perform at these levels is essential. Continued support for Career Technical Education by the college is advantageous for the community and society at large.

An Addendum or additional information that could be supplied to provide alternate ways to evaluate the program could include:

1. Statistics for average salaries earned by graduates of the degree program vs those who achieve competence but no degree
2. Companies where NVC students are employed
Summary of Verification Team Recommendations

The Verification Team supports:

- Continued outreach to High Schools and career forums. We also recommend continued tours of Welding Lab for Elementary through High School students.
- Funding for acquiring new equipment to continue to meet industry standards. Program Coordinator has been doing excellent work with limited time and resources to solicit funds for equipment repair/replacement.
- We agree with program plan of increasing enrollments prior to requesting increase of day-time adjunct faculty.
- Recommendations for facility improvements include:
  - Air conditioning the classroom.
  - Ongoing addition of new technologies to meet the needs of the program thereby meeting the needs of industry.
  - Continued job placement with local and regional employers.
PROGRAM EVALUATION SUMMARY FOR
WELDING TECHNOLOGY

Complete the following sections based on the completed program evaluation. This summary will be forwarded to the Planning Committee after the verification phase is complete.

Program Achievements (major achievements, changes, implementations, progress since last program review)

All Course Outlines of Record for the program have been revised

Napa Valley College Welding Technology is an AWS Educational Institution Member

Outreach efforts are targeted to High Schools and Career forums

Tours of the Welding Lab are provided for Elementary through High School students

Six GTAW stations and four GMAW welding stations have been added featuring state-of-the-art Inverter technology

PlasmaCAM cutting equipment has been installed and supported with two computers for design and programming activities

Field trips to regional fabricators/manufacturers have been provided each semester

IA hours have been adjusted to better meet student contact times

Communication and relationships with employers have been developed to permit placing students in jobs

Use of instructional technology in the classroom has been achieved

Twenty former students have been placed at local and regional employers. These employers are:

- Applied Products (A P Tech), Napa
- Areojet, Rancho Cordova
- Auto Salvage, American Canyon
- Bay Ship and Yacht, Alameda
- C. E. Toland, Benicia
- Chajo Studio, Napa
- Dental Chair Manufacturing, Santa Rosa
- Elevator Constructors (NEIEP Region 8), San Francisco
- Gale Manufacturing, Woodland
- Medical Equipment Repair Co., Santa Rosa
- Ogletree’s, St. Helena
- Therma-Flite, Benicia
- Transbay, Cordelia
- U. S. Army (Napa Recruitment Office), Napa
- XKT, Vallejo
**Strengths** (unique characteristics, special capacities)

Improved curriculum that meets the needs of students training for a career in the trade as well as community members developing personal skills

Staff has a high degree of expertise and motivation to help students achieve their goals

Job placement for all interested students

Program Coordinator is an AWS Certified Welding Educator (CWE) and Associate Welding Inspector (CAWI)

**Challenges** (concerns, difficulties, areas for improvement)

Recruiting High School students in the top quartile that can meet industry needs for supervision and/or interested in pursuing a degree as a Welding Engineer

Donations of materials and equipment to support the program

Funding for acquiring new equipment to continue to meet industry standards

Funding for equipment repair/replacement

Facility improvement

Additional space for student lab stations as enrollment grows

**Process:** Briefly describe the process used to complete the PEP Report.

Following consultation with the Adjunct Instructors and Instructional Assistant, the Program Coordinator analyzed data and wrote the PEP document.
INSTRUCTIONAL PROGRAM EVALUATION
SELF-STUDY

PART 1

PROGRAM: Welding Technology
DATE: October 12, 2008

1. MISSION
   A. Program Mission Statement
      The Welding Technology Program at Napa Valley College prepares students to successfully enter careers in traditional occupations that use welding applications, as metal sculpture artists, and fulfills the needs of lifelong learners through the highest quality instruction in cognitive and manipulative welding skills.

   B. The program falls within one or more of the following categories (check all that apply):
      - Transfer/Degree
      - Vocational
      - Remediation
      - Non-Credit/Community Services

2. ACCREDITATION AND EXTERNAL REVIEWS
   A. Review the Accreditation Planning Summary and results of previous program evaluations. Discuss the recommendations of the review teams relevant to the program and how the program responded.

   In response to the Accreditation Planning Summary recommendation:
   - The Office of Instruction and Dean of Vocational Education and Workforce Development reviewed the allocation of VTEA and other funds used to support instructional equipment and technology. As Welding Technology had not previously received VTEA monies, funds have been allocated for the past two years for program improvement.
   - The Program Coordinator is identifying the skills a student will have upon completion of the program and the jobs in which the student will be prepared.

   Input from the Welding Technology Advisory Committee suggested:
   - Replace equipment to meet current industry standards.
   - Over the past two years that VTEA funds have been available, four state-of-the-art Advanced Squarewave Miller 350 Dynasty TIG machines and four Miller 300 Pulsed MIG machines, an aluminum Spool Gun, and Push-Pull Gun have been purchased.
   - Students be exposed to Computer-Assisted Robotic applications.
   - A Hypertherm Plasma unit and Plasma CAM, a robotic cutting machine, have been purchased with VTEA funding.
Students should be actively recruited from local high schools.

- Outreach activities by the Program Coordinator have included:
  - Two years of giving presentations at four local high schools
  - Followed by two years of providing students from these high schools shop tours and demonstrations
  - Tours and demonstrations for the NVC Educational Talent Search Program and local middle schools
  - Vocational Presentations for up-valley high schools in Calistoga and St. Helena arranged through the Office of the County Superintendent of Schools
  - Presentations at the American Canyon Job Fair sponsored by NVC
  - Redesign of the Welding Technology Program brochure

B. Indicate the sources of information used in Question 2A.

- Accreditation Self-Study Planning Agenda
- Accreditation Final Report
- Previous program evaluation recommendations
- Program Advisory Committee

C. Review the recommendations from any other licensing or accreditation bodies. Discuss the recommendations of the review teams relevant to the program and how the program responded.

Not applicable.

D. Reflect on your responses in Section 2, Accreditation and External Reviews, and write objectives for improvement on Schedule A, Program/Discipline Plan.

3. CURRICULUM AND INSTRUCTION

A. Prepare/revise the Student Learning Outcomes Matrix.

See attached Student Learning Outcomes and SLO Matrix.

B. Review the course outlines of record:

- Assess the appropriateness of the degree and certificate requirements.
  The degree and certificate requirements are appropriate and were last updated in 2001.

- Evaluate the appropriateness of courses to the program.
  Upon review of the current course outlines of record, it is determined that all courses are appropriate to the program.

- Assess the appropriateness of current pre- and co-requisites and recommended preparation. Have pre- and co-requisites been validated through the NVC curriculum process?
  Pre-requisites have been validated through the NVC curriculum process.
• Determine which course outlines have not been updated since the last program evaluation or within the past five years.
  All course outlines have been revised.
• Write SLOs for the program and for each course.
  SLOs for the program and courses have been developed.

C. If you have not developed or revised program SLOs and course outlines for every course in your program, complete the Curriculum Action Plan. Follow the directions provided by the Curriculum Committee.
  All Course Outlines of Record have been revised. CAP is attached.

D. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.
  The Welding Technology Program employs one full-time Instructor/Program Coordinator and two Adjunct Instructors. Syllabi are written by the Program Coordinator to be congruent with course outlines. Adjunct instructors may amend syllabi to include additional relational topics, with Program Coordinator review and approval.

E. Assess Student Learning Outcomes

• Explain the methods used to assess student learning outcomes. Describe which student performances were assessed and where the assessment occurred (please be specific).
  Student Learning Outcomes will be assessed through a combination of written exams, laboratory assignments, practical exams, written assignments, and/or evaluation of in-class performance and participation.
  Students will be observed routinely by both their Instructor and the Instructional Assistant on their ability to: 1) Work efficiently and safely in a variety of welding environments and 2) Exhibit good work habits while working independently and/or as part of a team.
  Students will be observed, complete weekly written tests, complete weekly manipulative exercises and tests on their ability to: 3) Identify, understand and apply appropriate welding processes and technologies to a planned end result and 4) Develop a knowledge base to accomplish #3.
  Additionally, students will be observed and tested as referenced above on the specific Student Learning Outcomes relevant to each course.

• Summarize your findings from the data.
  Most students currently demonstrate an ability to successfully meet the proposed Student Learning Outcomes relevant to their course, and the Program Outcomes per an informal assessment by the Program Coordinator.

• Describe how you used the data and the results to improve teaching and student learning.
  Not yet applicable.

• An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways are the program's expected learning outcomes made public? Check all that apply:
F. Instructional Methods

- Discuss the methods used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline.

  The Program Coordinator meets routinely during the semester with both adjunct instructors, to assess instructional needs, methodology and academic rigor. Each instructor’s teaching is observed by the Coordinator, and student evaluations are collected; this data is then reviewed with instructors per NVC’s evaluation procedures.

- Discuss the instructional methods used by program faculty to address the diverse student population and to encourage retention and persistence.

  Instructional methods are listed in the paragraph below. The close relationship developed with students allows faculty to refer them to the wealth of special programs NVC offers as instructors identify struggling students.

- Discuss the instructional methods used by program faculty to address the differences in learning styles and to encourage retention and persistence.

  Instruction is presented through visual, auditory, and kinesthetic modalities to reach a variety of learning styles. Audiovisual media, physical samples, outside speakers, and plant tours are utilized to supplement instruction. Extensive manipulative practice follows lectures with instructors working one-on-one with students, checking for understanding of concepts and technique.

G. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?

  The Program does not have any existing articulation agreements. Welding programs have been closed at all local high schools.

H. Reflect on your responses in Section 3, Curriculum and Instruction, and write objectives for improvement on Schedule A, Program/Discipline Plan.

4. Community Outreach and Articulation

A. What recruitment and/or community outreach activities has the program engaged in or initiated?

  - Outreach presentations at: Napa, Vintage and New Tech High Schools (2004-2007) and NCOE Career Nights at Calistoga and St. Helena High Schools
  - NVC College Nights in American Canyon
  - Presentations to H.S. Counselors at Breakfast Outreach and Career Education meetings
  - Host program/shop tours for students from Napa H.S., Redwood Middle School, and the NVC TRIO Program
B. What has the program done to establish relationships with secondary schools and/or four-year institutions?

The Program Coordinator meets with instructors at local schools and serves on the ROP Advisory Committee at Vintage H.S.

C. What has the program done to establish relationships with the business community (if a vocational program)?

The Program Coordinator maintains regular contact with regional employers, CWIs and welding engineers, and welding shop owners to provide placement of students, solicit donations, and arrange speakers and field trips.

D. How has the involvement of the advisory committee helped in improving and/or promoting the program? (vocational programs only)

The Advisory Committee shares current industry needs and expectations. This committee makes recommendations on curricular improvements and equipment purchases.

E. Reflect on your responses in Section 4, Community Outreach and Articulation, and write objectives for improvement on Schedule A, Program/Discipline Plan.
REVIEW AND SIGNATURES

Part I of the program evaluation report is to be reviewed by program faculty and staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning and Development by May 1.

Program Evaluation Chair Signature: _____________________________
Division Chair/Supervisor Signature: _____________________________
Date: _____________________________

PROGRAM EVALUATION AND PLANNING

STUDENT LEARNING OUTCOMES: PROGRAM LEVEL

Welding Technology

1. Work safely and efficiently in a variety of welding environments

2. Exhibit good work habits while working independently and/or part of a team

3. Identify, understand and apply appropriate welding processes and technologies to a planned end result

4. Develop knowledge base to accomplish #3
# Program Evaluation and Planning

## Student Learning Outcome (SLO) Matrix

### Welding Technology

<table>
<thead>
<tr>
<th>Course</th>
<th>#1 Work efficiently and safely in a variety of welding environments</th>
<th>#2 Exhibit good work habits while working independently and/or part of a team</th>
<th>#3 Identify, understand and apply appropriate welding processes and technologies to a planned end result</th>
<th>#4 Develop knowledge base to accomplish #3</th>
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INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY
CURRICULUM ACTION PLAN

PROGRAM: Welding Technology

PROGRAM FACULTY: Tom Smeltzer, Dennis Humphrey, Tim White

DATE: 10/10/08

1. COURSE REVIEW LIST AND TIMELINE

A. COURSES REVIEWED WITHOUT SUBSTANTIVE REVISIONS

The following courses have been revised within the last five (5) years and/or do NOT require substantive changes to remain current.

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<th>COURSE NUMBER</th>
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COMMENTS
These courses have been revised for incomplete data, accuracy in Course Description, Repeatability and inclusion of SLOs.
No revised pre- or co-requisites, all pre-requisites are appropriate.

B. COURSES THAT REQUIRE SUBSTANTIVE REVISIONS: DUE BY FALL 2008

The following courses need substantive revisions to course description, content, objectives, assessment methods, assignments, or conditions on enrollment.

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COMMENTS
No courses require substantive revisions.
C. **COURSES TO BE MOVED TO OBSOLETE OR ARCHIVED STATUS**

The following courses or course numbers are no longer relevant to our program. Those listed as Obsolete are outdated course numbers that correspond to currently offered courses. Those listed as Archive are courses that are no longer offered and which will be moved to Archived status.

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**COMMENTS**
These outdated courses will be moved to obsolete status

2. **NEW COURSES**

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<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>PROPOSED UNITS/HOURS</th>
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**COMMENTS**
No new courses are proposed at this time.

3. **COURSE-LEVEL STUDENT LEARNING OUTCOMES**

The Student Learning Outcome Matrix is complete. Course-level outcomes have been included in the revise CORs.

4. **DEGREE OR CERTIFICATE REVISION TIMELINE**

Degree and Certificate requirements have been revised for accuracy. PHOTO 120 will be replaced with a requirement for 3 units in Humanities, and BUSI 111 will be replaced with BUSI 105, as requested by the Faculty Review Coordinator on 10/17/08.
5. **Enrollment Trends and Student Satisfaction**

A. Review the enrollment trends data, and describe recent trends. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

The Welding Technology Program has seen an overall increase of enrollment of 37.8% from 1990-00 through 2007-08. However, over the last two years the Program has experienced a decline in enrollment of 8.5%, and then 11.2% for an overall three year rate of 18.2% since the highest number of students in 2005-06. This represents a total decrease of 33 students. Although morning only classes have seen a small increase, the decrease in enrollments seems to be higher in the evening classes.

Welding classes are taught concurrently with a potential of 10 sections simultaneously in the morning and 7 sections in the evening. As sometimes happens when students fail a beginning class, or discover that welding is not a good match for them, the enrollments in successive courses diminish. The relative small sample sizes of students enrolled in a typical load of 6-7 sections tends to amplify differences expressed on a percentage basis.

Although overall enrollments have declined the last two years, student productivity has appreciably increased with the implementation of a more rigorous curriculum as demonstrated by increased use of steel practice plates in completing lab assignments. This is especially remarkable in light of a restrictive policy of reuse/recycle to reduce material costs.

Successful Course Completion rates have increased from 56% to 71% over the last three years. Although lower than the college rate in 2005-06 and 2006-07, this rate has become more closely aligned with the college rate in 2007-08.

Retention rates have shown steady growth over the past three years from 78% to 91%. At 84.4% retention was lower than the college rate in 2005-06; at 85.7% retention approached the college rate in 2006-07; and at 90.9% retention exceeded the college rate in 2007-08.

Two courses, WELD 100 and WELD 241 have retention rates consistently lower than the program level rate. WELD 100 is designed for non-welding majors. This class which only meets two days a week for 5 hours (welding major classes meet daily for 15 hours per week) is a required class for students majoring in Machine Tool Technology and Digital Design Graphics Technology. Typically only 3-4 students a semester take this course as a requirement. The majority of enrollment comes from community members seeking personal development. Some of these students do not thrive when they discover skill development is more difficult than they expected and that the course has an academic component.
WELD 241 is the culminating class of the series of courses providing extensive practice for Qualifying Tests that lead to becoming a “Certified Welder” and final development of fabrication skills. Having sufficient skills to be hired at an entry-level position, some students in this 4th semester course choose to go to work and do not complete this class and the program, making for a lower retention rate for this course. In not completing WELD 241, the student does not qualify for a Certificate of Completion, resulting in a very low rate of earned Certificates for the program. Nonetheless, student success is achieved as the student meets his/her goal of skilled employment. See list in Summary section of Employers where students have been placed.

The Program Coordinator has proposed a revision in scheduling of classes so that the morning beginning courses, WELD 120, 130 & 131, and the third semester morning courses, WELD 240, 230 & 231 are offered only at Fall semester with the other four day courses (WELD 121, 132, 133, 241) and the afternoon beginning course, WELD 100, offered at Spring semester. This will provide a beginning course every semester and allow the morning instructor to teach students in the lab three days per week instead of one day per week now, due to all classes being scheduled concurrently. Implementation will be graduated to provide current matriculating students an uninterrupted sequence. This change is intended to promote student success by providing students with more one-to-one contact time with the instructor to develop skills and appropriate techniques for each process.

B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.

Load: The Welding Program has shown a significant increase in WSCH/FTEF from Fall 2005 (366.47) through Spring 2006 (494.40) and then a slight decline to 485.18 in Spring 2008.

Productivity: There has been a significant increase in FTES/FTEF following the trend above, of 12.21 in Fall 2005 to 16.52 in Spring 2006 and a decline to 16.17 in Spring 2008. This describes changing enrollments in relation to an unchanging number of program faculty comprised of one professor and two adjunct Instructors.

Data on average class size is not available as enrollments for all concurrent classes are attributed to one class, typically WELD 120. The program average class size shows a gradual increase; it was 23.4 for 2005-06 and 23.8 for 2006-07, continuing up to 24.5 for 2007-08. These averages reflect that of the college for the same years.

C. Review the program’s schedule of classes and the student satisfaction survey results; discuss whether course offerings are scheduled appropriately to meet student need.

When asked why one enrolled in welding courses, 39% of respondents did so to satisfy degree or certificate requirements, 37% for personal interest, and 24% provided no response.

100% of respondents either strongly agreed or agreed that courses in the program met their needs. 91% of respondents either strongly agreed or agreed that courses in the program provide an appropriate balance of lecture, group work, and other activities; 9% were neutral. 96% of respondents either strongly agreed or agreed that Instructors use a variety of teaching techniques to address ways students learn, 4% were neutral. 96% of respondents either strongly agreed or agreed they were satisfied with course offerings in the program, 4% were neutral. Since survey respondents were able to enroll in the courses offered and adjust their schedules to make that possible, the survey likely underestimates the number of students that are not satisfied with the times welding courses are offered.
89% of respondents indicated the courses affiliated with the program are offered at convenient times, 11% were neutral, which may indicate a need to look at this issue. 93% of respondents indicated syllabi are clear and easy to understand. 96% of respondents indicated course expectations are clear. 93% of respondents indicated course material is presented fairly and objectively.

Lastly, to the question asking if the facilities and classroom are appropriately equipped for the courses: 75% of respondents either strongly agreed or agreed, 15% were neutral, and 7% disagreed.

Student Survey comments for program and facility improvement:

- **Equipment/Material/Resources:**
  - We have to cut up steel plate that has already been welded on, it would be easier to learn on unused plate. Need updated machines
  - Water jet, welding pool for underwater welding simulation
  - Water jet!!!!
  - New MIG machines, new chop saw, funding to purchase steel
  - Better funding for material and equipment
  - Shop needs a lot of new equipment
  - More machines
  - My only suggestion would be new sets of P.P.E. Personal protective equipment (leather chaps & jackets)
  - Need newer welding machines and tooling in shop area. Bending and shaping equipment for steel would be nice, also a new sand blaster is needed badly!
  - Better lighting more metal working equipment and of course follow-up on these suggestions
  - Better funding
  - More material would be good.
  - Expansion of facilities
  - More steel plate so we don’t have to keep reusing the same material

- **Classroom Activities:**
  - Need to understand all the more about preheating cast iron and welding in the shop for the student’s studies.
  - Certification course
  - More demonstrations of methods/techniques
  - More help on certain projects

- **Other:**
  - Mid-day classes

The Program Coordinator has proposed a revision in scheduling of classes so that the morning beginning courses, WELD 120, 130 & 131, and the third semester morning courses, WELD 240, 230 & 231 are offered only at Fall semester with the other four day courses (WELD 121, 132, 133, 241) and the afternoon beginning course, WELD 100, offered at Spring semester. This will provide a beginning course every semester and allow the morning instructor to teach students in
the lab three days per week instead of one day per week now, due to all classes being scheduled concurrently. Implementation will be graduated to provide current matriculating students an uninterrupted sequence. This change is intended to promote student success by providing students with more one-to-one contact time with the instructor to develop skills and appropriate techniques for each process.

D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success

75% of respondents agreed or strongly agreed the facilities in this program are appropriately equipped. 15% were neutral on this question and 7% disagreed with the statement. This may be an artifact of proportionately fewer advanced students in the classes surveyed who see the need for weld testing equipment which addresses their concern of being prepared to pass Qualification Tests. Schedules A and D address this need.

Student comments accompanying the survey:

The best thing about this program or/and courses within this program is:

Class/Classroom:
- Hands on learning
- Being introduced to the different welds that can be made possible and the machines abilities.
- Lab time
- You get hands on experience with most welding techniques out in the field.
- It is structured to fit both people seeking a career and those out to improve personal skills
- Learning many different types of welding
- They teacher you how to weld properly and be a better person
- The ability to work with real material and real equipment.
- They teach us how to weld.
- Creative projects
- Teach you how to weld
- No charge for practice material and the instructions
- Getting to learn how to weld
- The practical learning and lab length – Actually learning how to weld, not just theory
- The welding
- The experience and skills developed
- Learn at your own pace
- Other than being able to be hands on and have the great selection of equipment needed
- The projects
- Variety of learning new ways and the different equip.
- Work at your own pace environment
- The option to practice what you want and need to learn
- It is short and don’t have to be in for four year its only 2 years course
- The ability to improve your skills as a welder
- Variety of equipment
- Experience, people
Instructors/Staff:
- The extensive experience the instructors can teach hands-on
- A complete knowledge for professional welders
- The instructional staff
- The teachers are very helpful
- Great teaching, help with projects, low cost
- Tom, nice welding equipment, good materials, lecture
- A complete knowledge professional weld
- I enjoy learning from people that know the field.
- The depth of knowledge the staff have
- Experienced teaching

E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

The American Welding Society, an industry group, has determined that nationally 50,000 weldors a year are currently needed to replace the retiring “baby-boomers” from the workforce. The AWS also predicts that by 2010 demand for skilled welders may outstrip supply by about 200,000. The program has received requests over the past three years from local and regional fabricators and manufacturers asking for 15-20 entry-level welders a year. All high schools in the Napa Valley have closed their welding programs; the NVC Welding Technology program is the only available training program in the county.

F. Reflect on your responses to Section 5, Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A, Program/Discipline Plan.

6. STUDENT EQUITY AND SUCCESS

A. Review the data on enrollment, retention, and successful course completion (and grade distribution, to be phased in). Discuss program trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).

A significantly smaller proportion of enrollments compared to college credit programs over the past three years were claimed by females, African Americans, Filipinos, Asians/Pacific Islanders and students under 21. This is not surprising as after WWII welding reverted to a male-dominated trade. Welding Technology is a specialized career choice that may not appeal to all general ed. students. The program has enjoyed a high percentage of community members older than 21 developing their skills as artists which has skewed the age equity data. At outreach presentations all students/community members are encouraged to enroll but especially females as employers often seek to hire this underrepresented group.

There has been less and less discrepancy between retention rates among equity groups in the program and the rates among college groups over the three-year reporting span. The groups that claimed significantly lower retention rates than their counterparts across the college were students under 21 and non-disabled students in 2005-06 and Whites in 2006-07. There was no disparity in 2007-08.

Successful course completion rates among equity groups in the welding program tend to be lower than the rates among those groups at the institutional level. The groups claiming significantly lower rates than their counterparts were: males, Filipinos, Hispanics, Whites, students under 21, students ages 21-29, students ages 30-39, and non-disabled students in 2005-06. In 2006-07 the
groups were: females, males, Whites, students under 21 and non-disabled students. This data suggests there may be some inaccuracy in self-reporting.

Summary Statistics, Course-Level Retention & Successful Course Completion Rates among NVC Credit Programs & within WELD

<table>
<thead>
<tr>
<th>Summary Statistic</th>
<th>NVC Credit Programs</th>
<th>WELD</th>
<th>NVC Credit Programs</th>
<th>WELD</th>
<th>NVC Credit Programs</th>
<th>WELD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>87.3%</td>
<td>93.0%</td>
<td>74.7%</td>
<td>80.0%</td>
<td>12.6%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Median</td>
<td>90.0%</td>
<td>100%</td>
<td>76.8%</td>
<td>83.3%</td>
<td>10.0%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Minimum</td>
<td>0%</td>
<td>58.3%</td>
<td>0%</td>
<td>50.0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Maximum</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>13.1%</td>
<td>12.9%</td>
<td>19.0%</td>
<td>17.9%</td>
<td>13.8%</td>
<td>13.1%</td>
</tr>
</tbody>
</table>

As can be seen in the Summary Statistics above, the Retention rate, Successful Course Completion rate and the Difference for the Welding Program are nearly always better than the NVC credit programs.

B. Identify strategies used to identify and assist students at risk; discuss their effectiveness.

Through the use of weekly homework, tests, and observation of lab performance, students are continually assessed and informed of their progress. Students having difficulties are counseled by instructors, teamed with an advanced student, referred to the Diagnostic Learning Center or other student services as appropriate. Collaborative/cooperative work strategies are encouraged. Textbooks are loaned, open lab time is available and when possible, the IA or instructor gives students in need additional attention. These methods are effective except when students choose not to complete assignments.

C. What has the program done to formalize links with support services for students?

The Program Coordinator communicates routinely with counselors, Disability, the LSTC, Career Center and other student support services to make and follow-up referrals.

D. Review the full-time/part-time instructor ratio. Discuss trends, and needs.

There is currently one full-time instructor that teaches day classes and carries an overload. Two part-time adjuncts teach evening classes scheduled on Monday & Wednesday and Tuesday & Thursday. If enrollment continues to increase and new courses added to the program to provide blueprint reading/fabrication skills and inspection training, an additional instructor will be needed.
E. Review the data on degree/certificate completion and any job placement data available. Assess the effectiveness of your program. (vocational programs only)

No degrees or certificates were awarded from 2005-06 and 2006-07. Two degrees and two certificates were awarded in 2007-08. Over this same time span, 100% of students actively seeking work were placed with local and regional employers. The Program Coordinator serves as a job placement counselor matching students to employers. The program has a very low completion rate for degrees and certificates. This occurs for a variety of reasons: Students age 25 and over might be attending the college for reasons other than pursuit of a degree or certificate. As indicated in student surveys, 37% of the students take welding courses for personal interest, primarily as artists or hobbyists wishing to learn to use equipment safely and fabricate projects. Of the 39% of students interested in a career in welding or related fields, many of them are not interested in obtaining a certificate as they are already employed in the industry and take courses just to improve skills, or they leave the program when they develop just enough skills to be hired and do not complete requirements.

Students exiting the program without obtaining a degree or certificate are considered a failure for the program and institution, even when their departure is due to meeting their educational objective and getting a job. That all students actively seeking employment are placed, and community members state their satisfaction and return to take courses, indicates the Welding Technology Program at Napa Valley College is highly effective and successful.

F. Reflect on your responses in Section 6, Student Success and Equity, and write objectives for improvement on Schedule A, Program/Discipline Plan.

7. PLANNING & BUDGET REQUESTS

When answering the questions in this section, consider the staffing available and the existing budget, as well as the objectives that you included in Schedule A. Requests must be linked to the 2005-2011 NVC Strategic Plan Goals and Objectives. Schedule A will be your program plan and will be sent to your Division Chair/Dean to be included as part of the division plan. Complete Schedules B-F to justify requests for additional resources; please note “No request” on the appropriate schedule if you do not wish to request resources.

A. Program/Discipline Plan

Reflect on your responses to all of the questions above. If changes and/or improvements are needed, write objectives on Schedule A. Add other objectives that will further the mission of your program. The objectives must support the NVC Strategic Plan Goals and Objectives. In the right column of Schedule A, identify all additional resources that are needed to accomplish these objectives.

B. Staffing

Summarize the staffing resource needs identified in Schedule A, the Program/Discipline plan. Discuss any changes needed. Complete Schedule B, Request for New Permanent Faculty and Staff.

No new faculty request is being made at this time. Future requests may be made based on enrollment trends, course development and/or program modifications.
C. Operational Budget

Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? Complete Schedule C, Request for Operating Budget Augmentation.

The program continues to experience increasing costs for on-going needs of steel and other consumable supplies of gasses and electrodes. Donations to the program have declined drastically due to the current economic crises. This semester a donated 40,000 pound truck lift and trailer are being scrapped out to provide student practice material. The last purchase of mild steel for student use is predicted to be exhausted in one year with careful re-use. Budget augmentation will be needed at that time to provide steel and consumable supplies for student lab assignments.

D. Program-Specific Equipment

Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule D, Program-Specific Equipment Request.

The program has on-going needs for new equipment to meet industry standards, provide sufficient student lab stations and improve the program. All new equipment has been entirely funded through VTEA funds. As this funding source diminishes the program will need institutional support. To meet the demands of the improved curriculum in the revised CORs, the program requires equipment to support Qualification Testing, inspection and pipe welding. Requests for this equipment and estimated costs are provided in Schedule D.

E. Technology

Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule E, Technology Request.

The program’s technology needs for the classroom: computer, LCD, document camera, DVD/VHS player and whiteboard have recently been purchased with Division funds. There are no additional requests at this time.

F. Facilities Improvement/Renovation

Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule F, Facilities Improvement/Renovation Request.

Installation of air conditioning in the welding classroom is paramount. This classroom has a western exposure and is used daily from 8:30am to 4:00pm. When days are exceedingly hot, classes must be shortened or cancelled.

The fume extraction system is original to the 1968 construction of the facility and needs to be replaced with a point-of-source extraction/filtering system in accordance with OSHA standards.

The 460 volt/3 phase electrical system has had two momentous failures and should be replaced entirely instead of piecemeal.

During the Fall 2008 semester significant improvements to the facility were made including: painting the interior and exterior, installing airlines to lab stations and electrical outlets for new equipment.
G. Professional Development

1) Compile the individual faculty and staff Professional Development Information surveys to summarize professional development accomplishments of your program.

2) Complete Schedule G, Professional Development Needs, to indicate the areas of focus identified for future faculty/staff development. Note: Budget requests for Travel & Conference should be addressed on Schedule C, Operating Budget Augmentation.

H. Learning Resources/Media Materials

Complete Schedule H, Learning Resources/Media Materials Request to identify learning resources (e.g., books, periodicals, DVDs) needed to enhance program success.

The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the V.P. (Instruction or Student Services) or President with a copy to the Office of Research, Planning and Development for the verification phase.
## Schedule A

**Program/Unit Name**  
**Welding Technology**

<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
</table>
| #1- Increase Student Success | 2, 5, 6 and 10 | 1 | A) Revise scheduling of classes so that morning beginning courses, WELD 120 & 130, are offered only at Fall semester and the afternoon beginning course, WELD 100, is offered at Spring semester. This will provide a beginning course every semester and allow the morning instructor to teach students in the lab three days per week instead of one day per week now, due to all classes scheduled concurrently. B) Improve student workstations to include Welding Qualification Test tools and pipe welding tooling to meet industry standards and facilitate skill development thereby promoting FTES growth, retention and persistence. C) Develop Job Placement Tracking system to provide data demonstrating student success in attaining educational goals. | A) None. Implementation will be graduated to provide current matriculating students an uninterrupted sequence. B)  
Bend Tester $8,055  
Backstrap tool $6,898  
Pipe Cutter $4,489  
Pipe Rotator $2,446  
Pipe Bender $4,987  
Gas Mixer $1,572  
C) None |
<table>
<thead>
<tr>
<th>#2- Establish, Apply, and Maintain College Wide-Standards of Excellence</th>
<th>18 and 26</th>
<th>2</th>
<th>Develop course SLOs for TECH 92 &amp; 107, Technical Math courses that support Digital Design, Machine Tool and Welding Technology.</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>#3- Increase Access</td>
<td>35 and 36</td>
<td>3</td>
<td>A). Resume visitations to High School classes to encourage students to consider welding as a career choice. B) Continue to foster relationships with local businesses and industries to facilitate placing students in jobs and requesting material donations to the program.</td>
<td>A) Substitutes if High School visits are restricted to mornings. B) None</td>
</tr>
<tr>
<td>#4- Improve Facilities</td>
<td>46</td>
<td>4</td>
<td>A). Install air conditioning in the classroom and a Point of Source Fume Extraction system in the lab to provide a safe, comfortable, clean and attractive learning environment.</td>
<td>A/C roof unit and ducting $ 4,000 Fume Extraction system 250,000</td>
</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.

<table>
<thead>
<tr>
<th>2009 - 2010 College Planning Priorities*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase FTES, student retention and persistence</td>
</tr>
<tr>
<td>2. Incorporate student learning outcomes and the assessment of student learning at the course, program and college levels.</td>
</tr>
<tr>
<td>3. Increase the percentage of students completing coursework at least one level above their prior basic skills enrollment in English and math.</td>
</tr>
<tr>
<td>4. Increase the percentage of students who completed at least one ESL course in a term who attempted/completed a higher level ESL course or a college-level course within 2 years of taking the ESL course (BSI)</td>
</tr>
<tr>
<td>5. Continue to implement the Diversity Plan</td>
</tr>
<tr>
<td>6. Develop and sustain strong connections with high schools, various cultural communities, American Canyon, Upper Valley, and local businesses.</td>
</tr>
<tr>
<td>7. Plan for opening and operating new facilities constructed as part of the Measure N Bond Plan.</td>
</tr>
</tbody>
</table>

*Items not ranked
Approved by the Board of Trustees on October 9, 2008
REQUEST FOR NEW PERMANENT FACULTY AND STAFF

Accreditation reference: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

List in priority order: Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE Range</th>
</tr>
</thead>
</table>

No new faculty request is being made at this time. Future requests will be made based on enrollment trends, course development and/or program modifications.

*N=New, R=Replacement

Submitted By: ________________________________
Approved By: ________________________________

Budget Center Manager President/Vice President
REQUEST FOR OPERATING BUDGET AUGMENTATION

Budget Center: _________________________ Activity __________________________

Accreditation Reference: Financial planning is integrated with and supports all institutional planning.

Operating Budget—List in priority order: This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX.

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>54300.10</td>
<td>$2000.00</td>
<td>The program continues to experience increasing costs for on-going needs of steel and other consumable supplies, primarily gasses and electrodes. Donations to the program have declined drastically due to the current economic crises. Budget augmentation will be critical within a year to provide steel and consumable supplies for student lab assignments, as available supplies become exhausted.</td>
</tr>
</tbody>
</table>

Submitted By:            Approved By:
______________________________     ______________________________
Budget Center Manager         President/Vice President
Schedule D

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
<th>Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Bend Tester</td>
<td>$8,055</td>
<td>$10.00</td>
<td>Improve student work stations to include</td>
</tr>
<tr>
<td>B. Back strap tool</td>
<td>6,898</td>
<td>10.00</td>
<td>Welding Qualification</td>
</tr>
<tr>
<td>C. Pipe Cutter</td>
<td>4,489</td>
<td>15.00</td>
<td>Test tools and pipe welding tooling to meet industry standards</td>
</tr>
<tr>
<td>D. Pipe Rotator</td>
<td>2,446</td>
<td>10.00</td>
<td>and facilitate skill development, thereby promoting FTES growth,</td>
</tr>
<tr>
<td>E. Pipe Bender</td>
<td>4,987</td>
<td>10.00</td>
<td>retention and persistence.</td>
</tr>
<tr>
<td>F. Gas Mixer</td>
<td>1,572</td>
<td>10.00</td>
<td>Goal #1, Obj. 2, 5, 6 &amp; 10</td>
</tr>
<tr>
<td>B. Non-instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Air Conditioning in Classroom</td>
<td>$4,000</td>
<td>$80.00</td>
<td>Provide a safe, clean and comfortable, learning environment.</td>
</tr>
<tr>
<td>B. Point of Source</td>
<td>$250,000</td>
<td>$100.00</td>
<td>Goal # 5, Obj. 46</td>
</tr>
</tbody>
</table>

___________________________________________  ______________________________
Budget Center Manager                  President/Vice President
TECHNOLOGY REQUEST

Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer-related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order. Provide a general description of the project that includes:
1. The equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment – when will the equipment need to be replaced?

The two-station computer lab in the classroom and computer for the PlasmaCAM in the lab was built with salvaged computers from DDGT and Machine Tool Technology when their machines were upgraded. These computers are 5 to 12 years old and are now being used by advanced welding students. As these machines fail and software upgrades are necessary, these machines will have to be replaced. Software support, computer upgrades and ongoing support will be needed. Sufficient furniture has been salvaged from campus discards.

Cost estimates will be provided for priority projects only.

Submitted By: ______________________________
Approved By: ______________________________

Budget Center Manager President/Vice President
FACILITIES IMPROVEMENT/RENOVATIONS REQUEST

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order. Provide a description of the project that includes:
1. How the project supports the mission and objectives of your program
2. Project description
3. Location of the proposed project
4. Health and safety impacts of the project
5. On-going maintenance that will be necessary

1. These two projects are necessary to provide safe, clean, and attractive learning environments conducive to lectures and welding.

2. & 3. Installation of Air Conditioning in the Welding Technology classroom. Installation of a Point of Source Fume Extraction system at student workstations in the Welding Technology lab.

4. Near the end of Spring semester and at the beginning of the Fall semester, lecture portions of welding classes and the afternoon Technical Math classes are difficult for students to endure due to stifling heat in the welding classroom. On very hot days classes must be dismissed early due to the heat, as only when the air conditioned Machine Tool classroom is available can classes be moved to that classroom.

The current overhead sucker fan ventilation system is 37 years old and does not meet industry standards for removal of fumes and irritants.

5. Maintenance would involve greasing bearings yearly and changing filter elements semi-yearly.

Cost estimates will be provided for priority projects only.

Submitted By: ______________________________  Approved By: ______________________________

Budget Center Manager         President/Vice President
PROFESSIONAL DEVELOPMENT NEEDS

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?

   Training in new techniques and recent technologies in the trade at the Hobart School of Welding.
   AWS training to become a Certified Welding Inspector.
   AWS trainings available at the annual FABTECH/ AWS Welding Show

2. What pedagogical training needs have been identified in your program review?

   Adult learning theories and practices
   Techniques to assist students with learning disabilities or anxieties

3. What types of technology does your program use? What technology training needs have you identified?

   Software and computers for Computer Assisted Design and Plasma Cutting

4. What are the leading publications specific to your discipline and/or program?

   Welding Journal
   Welding Trends
   Welding Inspection

Submitted By:            Approved By:

______________________________     ______________________________

Budget Center Manager         President/Vice President
LEARNING RESOURCES/MEDIA MATERIALS REQUEST

Books including Reference:
Number of titles to add: _____ None at this time.
Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:
Titles that provide: a multi-cultural perspective to the topics covered in the course; gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.
Recommendations/comments:
Estimated cost for new materials:

Periodical Titles: (Newspapers, Journals, Magazines)
Number of titles to add: _____ None at this time.
Recommendations/comments:
Estimated cost for new materials:

Electronic Databases and Indexes:
Number of databases to add: _____ None at this time.
Recommendations/comments:
Estimated cost for new materials:

Media Collection (closed captioned or DVD):
Number of titles to add: _____ None at this time.
Recommendations/comments:
Estimated cost for new materials:

Yes _X_ No__ Are library/learning resource service hours adequate for this course/program?
Yes _X_ No__ Is the quantity of materials sufficient for students within needed time frame?
Yes __ No__X_ Will library/learning resources assignments be used in your course?
Yes __ No__X_ Will this course/program require the assistance of library faculty for orientations or other information competency instruction?

_____ I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.
_____ To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be order