Program (CEWD) - Welding Technology: Program Review

2025 - 2026

SECTION I: INTRODUCTION

Program Name
Welding Technology

Academic Term of Comprehensive (Three-Year) Review
Fall 2025

Brief History of the Program
The Welding Technology Program at Napa Valley College prepares students for entry-level to advanced careers in welding and metal fabrication. Students gain hands-on experience in SMAW, GMAW, FCAW, GTAW, and fabrication in a fully equipped lab, while developing industry-relevant competencies tied to certifications like ASME, AWS, and NCCER. The program has strong community and employer support, with a long-standing advisory committee and close partnerships with local industry.

The Welding Technology AS degree dates back to at least 1972, making this one of the college's most established Career Education programs. Additional stackable credentials include:

Welder's Assistant (local certificate, 2002)

Welding Technology (Certificate of Achievement, 2005)

Welding Technician Basic (COA, 2018)

Combination Welding Technician (COA, 2018)

In Fall 2025, the program completed a full curriculum overhaul, aligning all course outcomes and skills assessments with industry certifications and increasing clarity and stackability across the pathway.

Alignment with Institutional Mission
(1) The Welding Program at Napa Valley College supports the institutional mission by offering student-centered training in a high-demand skilled trade that leads to career readiness and economic mobility.

(2) The program cultivates a learning environment rooted in inclusion, integrity, and respect, empowering students to master industry-relevant skills in a collaborative, hands-on setting.

(3) Program faculty prioritize safety, professionalism, and accountability, guiding students to meet rigorous expectations aligned with workforce standards.

(4) Through dual enrollment, local hiring pipelines, and community partnerships, the program reflects NVC's commitment to community engagement and equitable access.

(5) Welding courses integrate equity-minded practices by supporting students from diverse backgrounds and offering multiple entry points into the field—contributing to Napa Valley College's broader vision of inclusive student success.

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Taxonomy of Program

Program	Welding Technology
Degree(s)/Certificate(s)	Welding Technology AS Welder's Assistant (Local Certificate) Welding Technician Basic (Certificate of Achievement) Combination Welding Technician (Certificate of Achievement) Welding Technology (Certificate of Achievement)
Courses	WELD-100 - Welding Theory & Practice 1
	WELD-101 - Welding Theory & Practice 2
	WELD-120 - Welding Technology 1
	WELD-121 - Welding Technology 2
	WELD-150 - Metal Fabrication 1
	WELD-240 - Welding Technology 3
	WELD-241 - Welding Technology 4

SECTION II: PROGRAM DATA

A.1 HEADCOUNT & ENROLLMENT

Headcount & Enrollment Data

Welding Technology	2022-2023	2023-2024	2024-2025	Change over 3-Year Period
Headcount				
Program	**65**	**53**	**51**	**-21.5%**
Institution	**6,161**	**6,588**	**7,034**	**14.2%**
Enrollment				
WELD-100	38	24	26	-31.6%
WELD-101	24	18	18	-25.0%
WELD-120	31	26	29	-6.5%
WELD-121	31	21	28	-9.7%
WELD-150	21	25	19	-9.5%
WELD-240	27	20	25	-7.4%
WELD-241	28	18	24	-14.3%
Program	**200**	**152**	**169**	**-15.5%**
Institution	**23,489**	**25,075**	**27,646**	**17.7%**
Source: SQL Queries for Fall 2025 Program Review				
Green shading denotes increases > 10%.				
Pink shading denotes decreases > 10%.				

Describe the trend in enrollment within the program over the past three years.

Enrollment has decreased

Program (CEWD) - Welding Technology: Program Review

Relative Change in Headcount & Enrollment in the Past 3 Years

Summary Comparison	Three-Year Change	
	Headcount	Enrollment
Program	-21.5%	-15.5%
Institution	14.2%	17.7%

Relative Direction of Program Enrollment Trend
Program trend deviates from the trend at the institutional level

Relative Magnitude of Program Enrollment Trend
Change at the institutional level exceeds the change at the program level

Describe the factors that contributed to the recent enrollment trend within the program.
Over the past three years, enrollment in the Welding Technology program has declined by 15.5%, dropping from 200 course enrollments in 2022–2023 to 169 in 2024–2025. Headcount has also fallen by 21.5%, from 65 students to 51. This downward trend occurred despite institutional enrollment increasing by 17.7% over the same period. The most significant course-level decreases were seen in WELD-100 (–31.6%) and WELD-101 (–25.0%), which are typically entry points into the program. This pattern suggests a reduction in new student onboarding, contributing to the overall enrollment decline. These trends reinforce the need for proactive recruitment strategies, high school outreach, and course sequence redesign to better align with student demand and industry certifications. These initiatives currently being addressed in the next planning cycle.

Do the trends in headcount and enrollment suggest that changes are necessary to improve enrollment within the program?
Yes

Describe proposed actions the program will take around headcount and enrollment.
(1) The program will implement targeted outreach strategies, including partnerships with local high schools and adult education programs, to increase awareness of welding as a viable career path.

(2) The Welder's Assistant certificate is being updated to a transcriptable Certificate of Achievement (COA), designed for short-term bootcamps and dual enrollment students. This will create a low-barrier entry point for new students and working adults.

(3) A new partnership with the Napa Valley Education Foundation increasing access for Napa County youth.

(4) The program will continue to explore CCAP offerings at Camille Creek Community School, supporting alternative education students and expanding equitable access to career technical education.

Program (CEWD) - Welding Technology: Program Review

A.2 AVERAGE SECTION SIZE

Average Section Size Data

Welding Technology	2022-2023		2023-2024		2024-2025		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
WELD-100	2	19.0	1	24.0	1	26.0	22.0	36.8%
WELD-101	2	12.0	1	18.0	1	18.0	15.0	50.0%
WELD-120	1	31.0	1	26.0	1	29.0	28.7	-6.5%
WELD-121	1	31.0	1	21.0	1	28.0	26.7	-9.7%
WELD-150	2	10.5	1	25.0	1	19.0	16.3	81.0%
WELD-240	1	27.0	1	20.0	1	25.0	24.0	-7.4%
WELD-241	1	28.0	1	18.0	1	24.0	23.3	-14.3%
Program	**10**	**20.0**	**7**	**21.7**	**7**	**24.1**	**21.7**	**20.5%**
Institution	**1,010**	**23.3**	**1,045**	**24.0**	**1,055**	**26.2**	**24.5**	**12.4%**
Sources: SQL Queries for Fall 2025 Program Review for enrollment data, Enrollment Management Division Reports and Concurrent Courses Reports for course-section data.								
Green shading denotes increases > 10%.								
Pink shading denotes decreases > 10%.								

Describe the trend in average section size within the program over the past three years.
Average section size has decreased

Relative Change in Average Section Size in the Past 3 Years

Summary Comparison	Three-Year	
	Average	Change
Program	21.7	20.5%
Institution	24.5	12.4%

Relative Average Section Size Trend
Program average exceeds the institutional average

Relative Change in Average Section Size
Change at the institutional level exceeds the change at the program level

Describe the factors that contributed to the recent trend in average section size within the program.
Reduced High School Pipeline Due to CTE Funding Cuts: Local high schools have faced reductions in Career Technical Education (CTE) funding, directly impacting dual enrollment and CCAP participation. This has led to fewer high school students enrolling in welding courses, decreasing early pipeline engagement and first-time student enrollment.

Adjunct Faculty Leave: The program experienced a temporary reduction in instructional capacity when one of our adjunct welding instructors went on maternity leave. This impacted our ability to offer the full range of course sections during the affected semester.

Do the trends suggest that changes are necessary to increase average section size?
Yes

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Describe proposed actions the program will take around average section size.

A new adjunct faculty member was hired to replace the instructor who did not return following maternity leave. This has restored our instructional capacity and allows us to offer a full slate of welding courses, which is expected to positively impact enrollment and section fill rates.

A.3 FILL RATE & PRODUCTIVITY

Fill Rate Data

Welding Technology	2022-2023	2023-2024	2024-2025	Three-Year Change	Three-Year Totals
Fill Rate					
Program					
Enrollments	200	152	169	-15.5%	521
Capacity	210	140	165	-21.4%	515
Fill Rate	95.2%	109%	102%	7.2%	101%
Institution					
Enrollments	23,489	25,075	27,646	17.7%	76,210
Capacity	31,749	32,279	32,984	3.9%	97,012
Fill Rate	74.0%	77.7%	83.8%	9.8%	78.6%
Source: SQL Queries for Fall 2025 Program Review					

Compare program-level fill rate with institution-level fill rate over the past three years.

Program fill rates have varied relative to institutional fill rates over the past three years. The three-year institutional rate exceeds the three-year program rate.

Productivity Data

Welding Technology	2022-2023	2023-2024	2024-2025	Three-Year Change	Three-Year Totals
Productivity					
Program					
FTES	78.3	55.9	66.0	-15.7%	200.2
FTEF	6.0	5.0	5.0	-16.7%	16.0
Productivity	13.1	11.2	13.2	1.1%	12.5
Institution					
FTES	3,017.0	3,163.5	3,393.8	12.5%	9,574.3
FTEF	293.8	288.1	294.5	0.2%	876.4
Productivity	10.3	11.0	11.5	12.2%	10.9
Source: SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)					

Relative Change in Productivity in the Past 3 Years

Summary Comparison	Three-Year Rate		Three-Year Change	
	Fill Rate	Productivity	Fill Rate	Productivity
Program	101%	12.5	7.2%	1.1%
Institution	78.6%	10.9	9.8%	12.2%

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Compare program-level productivity with institution-level productivity over the past three years.
Institutional productivity has consistently exceeded program productivity.

Describe the factors that contributed to recent trends in fill rate and productivity within the program.
The Welding program experienced a decline in both fill rate and productivity due to a combination of external and staffing-related challenges. Most notably, reductions in high school CTE funding led to a decrease in dual enrollment participation, weakening the traditional high school-to-college pipeline that previously supported enrollment. Additionally, one of our adjunct instructors went on maternity leave and subsequently did not return, resulting in fewer sections offered during that time.

Do the trends suggest that changes are necessary to increase fill rate or/and productivity?
Yes

Describe proposed actions the program will take around fill rate and/or productivity.
We anticipate improvement in these metrics moving forward due to the recent hiring of a new adjunct instructor and renewed efforts to strengthen outreach through partnerships with local organizations, such as Napa Valley Education Foundation and Camille Creek Community School.

A.4 LABOR MARKET DEMAND

Labor Market Demand Data

Welding Technology			
Economic Development Department Standard Occupational Classification Description Code Included in Figures below	○ 51-4121 Welders, Cutters, Solderers, & Brazers ○ 51-4122 Welding, Soldering, & Brazing Machine Setters, Operators, & Tenders ○ 51-4191 Heat Treating Equipment Setters, Operators, & Tenders, Metal & Plastic ○ 51-4193 Plating & Coating Machine Setters, Operators, & Tenders, Metal & Plastic ○ 51-4199 Metal Workers & Plastic Workers, All Other		
	Numeric Change in Employment (Baseline Year to Projected Year)	**Projected Growth (% Change in Positions; 2022 Base Employment vs. 2032 Projected Employment)**	**Projected Number of Positions (Total Job Openings)**
Region			
Napa County (2022-2032)	10	9.1%	120
Bay Area[A] (2022-2032)	0	0%	6,640
California (2022-2032)	900	2.0%	10,390

Source: Economic Development Department Ten-Year Employment Projections (https://labormarketinfo.edd.ca.gov/data/employment-projections.html)

[A]Bay Area counties include: Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma. Figures also include San Benito County (reported with projections for Santa Clara County).

Reflect on the labor market projections for positions associated with the program at the county, regional, and state levels. Describe local demand (focusing on county and regional levels) and how the program addresses demand.
(1) At the state level, employment for welders, cutters, solderers, and brazers is projected to grow only about 2?% from 2024 to 2034, yet approximately 45,600 openings annually will come from retirements and job exits. Source: Bureau of Labor Statistics

(2) Regionally and in Napa County, demand remains strong. A recent North?Bay/Napa workforce report emphasizes manufacturing and construction occupations will continue to face labor shortages. Source: workforcealliancenorthbay.org
Meanwhile in Napa, average welder wages are around $33.76/hour, pointing to viable career opportunities locally.

(3) Our Welding Technology program directly addresses these local needs by offering stackable credentials (Welder's Assistant, Welding Technician, COA, AS) that align with industry?recognized certifications and equip students for entry into high?demand jobs. (4) By reinforcing skills in safety, blueprint reading, multiple welding processes (SMAW, GMAW, GTAW, FCAW), and fabrication, we support the pipeline of qualified welders and respond to employer expectations in the Bay Area.

Summarize recent discussions with Program Advisory Committee.
The Welding Advisory Committee convened on May 9, 2025, to review and approve curriculum updates for Fall 2025. Key updates included converting the 8-unit Welder's Assistant certificate into a transcriptable COA, revising the Welding Technician (Basic) and Welding Technology COAs, and updating the AS Degree. All programs now feature simplified, stackable SLOs aligned with industry expectations and certification pathways (e.g., AWS, API, ASME). The changes aim to support flexible entry and exit points for students—ideal for dual enrollment and rapid upskilling. Committee members confirmed the revisions align with current workforce needs and unanimously approved the updates

Does labor market demand or recent advisory committee discussion suggest that changes are needed?
Yes

Describe proposed actions the program will take around labor market demand.
The revised 8-unit Certificate of Achievement (COA) will be used for rapid upskilling and bootcamp offerings, providing transcriptable credentials for high school students and adult learners.

B.1 RETENTION & SUCCESSFUL COURSE COMPLETION

Retention & Course Completion Data

Summary Comparison	Program	Comparison	Institution
Retention Rate	98.8%	>	***91.8%***
Successful Course Completion Rate	96.0%	>	***73.5%***
Difference	***2.8%***	<	18.3%

Reflect on the summary comparison of retention, successful course completion, and the difference between the two at the program level vs. the institution level. Do the program-level figures suggest that changes are necessary?
No

Describe the proposed actions that the program will take based on the summary course retention and completion data.
No changes are needed. Retention is high.

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Course-Level Retention & Completion Data

Welding Technology	Retention Rate			Successful Course Completion Rate			Difference (Retention Minus Successful Course Completion)
Course	Rate	Course vs. Program Rate		Rate	Course vs. Program Rate		
		Higher	Lower		Higher	Lower	
WELD-100	98.9%	--	--	98.9%	X		0%
WELD-101	98.3%	--	--	95.0%	--	--	3.3%
WELD-120	95.3%		X	91.9%		X	3.4%
WELD-121	100%	X		93.8%		X	6.2%
WELD-150	100%	X		98.5%	X		1.5%
WELD-240	100%	X		97.2%	X		2.8%
WELD-241	100%	X		97.1%	X		2.9%
Program	98.8%			96.0%			***2.8%***
Institution	***91.8%***			***73.5%***			18.3%

Source: SQL Queries for Fall 2025 Program Review
*Indicates that data are suppressed due to low N (< 10).
-- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the program-level rate and the institutional rate. The lower of the two rates is highlighted in ***bold italics***.

Green shading highlights courses with retention and successful course completion rates higher than the corresponding program-level rate and a difference between retention and successful course completion that is smaller than the difference at the program level.

Pink shading highlights courses with retention and successful course completion rates lower than the corresponding program-level rate and a difference between retention and successful course completion that is larger than the difference at the program level.

Reflect on the course-level data provided in the table containing detailed program data. Do the course-level retention rates, successful course completion rates, or the differences between the two suggest that changes are necessary?
Yes

Describe the proposed actions that the program will take based on the course-level retention and completion data.
While the program generally maintains strong completion rates, a gap still exists between retention and successful course completion, especially in introductory courses. This suggests that while students are staying enrolled, some are not achieving the minimum grade needed for success. The new curriculum structure, along with increased early intervention strategies and alignment with industry relevance, are intended to address this issue.

B.2. STUDENT EQUITY

Comparison of Retention and Successful Course Completion Rates Among Demographic Groups

Welding Technology	Demographic Group	Program	Comparison	Institution
Retention Rate	Ages 25 to 29	98.5%	>	***89.7%***
	African American/Black	*		89.5%
	Native American	*		86.0%
Successful Course Completion Rate	Ages 19 or Younger	94.8%	>	***71.9%***
	African American/Black	*		65.2%
	Latinx/Hispanic	97.0%	>	***70.4%***
	Native American	*		64.3%
	First-Generation	95.3%	>	***67.9%***

Source: SQL Queries for Fall 2025 Program Review

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.
*Indicates that are suppressed due to low N (< 10).

Reflect on the comparison of retention and successful course completion rates among demographic groups at the program level vs. the institution level. Identify any areas of concern.
While retention and successful course completion rates across demographic groups in the Welding program are generally aligned with institutional averages, some gaps remain for underrepresented student populations. The program has not yet implemented targeted interventions to address these disparities. However, we recognize the need to evaluate equity-minded teaching practices and support structures.

Do the program-level figures on course retention and completion suggest that changes are necessary?
Yes

Describe proposed actions the program will take around student equity.
Planned actions include continued collaboration with the Office of Student Equity and Engagement, leveraging dual enrollment pathways to strengthen the high school-to-college pipeline, and monitoring course-level data more closely in future cycles to determine where additional support may be needed.

B.3 DELIVERY MODE

Comparison of Retention and Successful Course Completion Rates by Delivery Mode
N/A

Courses Included in Analysis by Delivery Mode
N/A

Reflect on the comparison of retention and successful course completion rates by course delivery mode. Identify any areas of concern.
N/A

Do the differences between retention or/and successful course completion among different delivery modes suggest that changes are necessary?
No

Describe proposed actions the program will take around course delivery mode.
N/A

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C.1 PROGRAM COMPLETION

Program Completion Data

Welding Technology				Three-Year	
	2022-2023	2023-2024	2024-2025	Change	Total
AS Degrees	2	6	3	50.0%	11
Certificates of Achievement	7	12	6	-14.3%	25
Institutional: AS Degrees	287	239	201	-30.0%	727
Institutional: Certificates of Achievement (including Local Certificates)	384	344	342	-10.9%	1,070
Source: SQL Queries for Fall 2025 Program Review					

Direction of 3-year trend in AS degree conferral
The program trend deviates from the trend at the institutional level.

Magnitude of 3-year trend in AS degree conferral
The change at the program level exceeds the change at the institutional level.

Direction of 3-year trend in certificate conferral
The program trend deviates from the trend at the institutional level.

Magnitude of 3-year trend in certificate conferral
The change at the institutional level exceeds the change at the program level.

Describe the factors that contributed to recent trends in completion within the program.
Over the past three years, completion trends within the Welding program have fluctuated due to several key factors. The high school pipeline temporarily declined because of reduced CTE funding, which led to a decrease in new student enrollments from local feeder schools. Additionally, adjunct faculty availability was impacted when a key instructor went on maternity leave, limiting the number of sections offered. While this has since been addressed with a new hire, it contributed to a temporary drop in completions.

Despite these challenges, the overall number of AS degrees awarded increased, indicating growing interest and commitment from enrolled students. Program outreach and stronger advising may have supported this improvement. However, the Certificate of Achievement completions dipped in the most recent year, which may be due to changes in course sequencing or students pursuing the longer AS degree instead of exiting early with a certificate.

Do the trends suggest that changes are necessary to increase completion (degree/certificate conferral)?
Yes

Describe the proposed actions the program will take around program completion.
(1) The program will leverage the newly updated sequence of courses and curriculum to support clearer student pathways and stackable credentials.
(2) We plan to expand dual enrollment offerings through partnerships with local high schools, including Camille Creek and Napa Valley Education Foundation's Oxbow site, giving students a head start toward program completion.
(3) The upcoming conversion of the Welder's Assistant local certificate into a transcriptable Certificate of Achievement (COA) will allow short-term completers to receive formal recognition.
(4) We are also exploring bootcamp-style offerings aligned with the new COA to engage adult learners and upskill jobseekers quickly.
(5) Finally, by hiring a new adjunct and stabilizing instructional staffing, we aim to minimize class cancellations and ensure students can complete within their intended timeline.

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Relative Average Time to Completion Data

Welding Technology	Three-Year				
Award Type	Program Proportion of Awards	Trend		Average Time to Completion (in Years)	
		Program	Institution	Program	Institution
AS Degrees	1.5%	50.0%	-30.0%	4.5	4.0
Certificates	2.3%	-14.3%	-10.9%	2.1	3.5

Does the time to completion within the program reflect the institutional time to completion?
Yes

Does the program time to completion suggest that changes are necessary to reduce time to completion?
Yes

Describe the proposed actions the program will take around time to program completion.
(1) Increase scheduling consistency by offering sequenced courses across fall and spring semesters to ensure students can complete certificates within one year.
(2) Expand short-term offerings, including a new noncredit COA designed for high school dual enrollment and adult learners seeking fast-track training.
(3) Partner with local organizations (e.g., Napa Valley Education Foundation, Camille Creek) to create bootcamp pipelines with clearly defined pathways to certificates.

C.2 JOB PLACEMENT RATES

Job Placement Rate Data

Welding Technology	Program-Set Standard* (& Stretch Goal)	Recent Performance			
Measure		Year 1	Year 2	Year 3	Three-Year Total
Job Placement Rate	60% (75%)	81.3%	53.8%	*	73.7%
Sources: Perkins IV Core 4 Employment data for Program (TOP Code: 095650 Welding Technology) for job placement rates (https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx).					
**Data suppressed due to low N (< 10 students).*					
Green shading denotes rates exceeding the stretch goal.					
Pink shading denotes rates below the program-set standard.					

Describe recent job placement rates relative to the program-set standard and stretch goal.
Recent job placement rates have fluctuated around the program-set standard.

Describe the factors that contributed to the recent performance in job placement within the program.
Recent job placement rates in the Welding Technology program have fluctuated due to a variety of factors. Local labor market demand remains strong, and students with industry-recognized skills are typically employable upon completion. However, several challenges have impacted year-to-year consistency. These include a temporary reduction in available course offerings due to staffing changes, fluctuating enrollment numbers, and the limited sample size (N<10 in some years), which can skew reported percentages. Additionally, while the region offers ample welding job opportunities, not all students report employment outcomes through Perkins Core Indicator tracking, leading to suppressed or incomplete data.

To support continued improvement, the program has increased its community partnerships, including with the Napa Valley Education Foundation, and is expanding dual enrollment opportunities through CCAP agreements. These efforts aim to strengthen student pipelines and improve job tracking outcomes.

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Do recent job placement rates indicate that changes are necessary to improve performance within the program?
Yes

Describe the proposed actions the program will take around job placement.
To strengthen job placement outcomes, the program will continue to align its curriculum with current industry standards and recommendations from the Program Advisory Committee. Additional actions include:

(1) Expanding Partnerships: We will deepen partnerships with local employers and unions to provide more internship and job placement opportunities.

(2) Resume and Interview Prep: Faculty will increase efforts to support students with resume writing, certifications, and interview preparation during their final semester.

(3) Job Fairs and Guest Speakers: The program will collaborate with Napa Valley College's Career Center to ensure Welding students are informed about relevant job fairs and to invite more local employers as guest speakers.

(4) Tracking and Follow-up: The program will enhance post-graduation follow-up efforts to monitor employment outcomes and provide timely support to recent graduates.

C.3 LICENSURE EXAM PASSAGE RATES

SECTION III: CURRICULUM

Courses Table

Subject	Course Number	Date of Last Review & Approval by Curriculum Committee	Reason for Last Review	Has Prerequisite/ Corequisite* *Yes/No* & Date of Last Review	Last Term with Enrollments	In Need of Revision *Indicate Non-Substantive (NS) or Substantive (S)* & Academic Year Anticipated	To Be Archived *(as Obsolete, Outdated, or Irrelevant)* & Academic Year Anticipated	No Change
WELD	100	In Process	The SLOs were revised to streamline outcomes, eliminate redundancy, and ensure alignment with current industry standards and measurable skills for student success.	No	Su/25	yes S, 2025–2026	no	
WELD	101	In Process	Same as above	Yes – Prerequisite; Completion of WELD-100 or WELD-120 or WELD-130 with a minimum grade of C	Su/25	yes SP, 2026	no	
WELD	120	In Process	Same as above	No	FA/24	yes SP, 2026	no	

WELD	121	In Process	Same as above	Yes – Prerequisite; Completion of WELD-100 or WELD-120 or WELD-130 with a minimum grade of C	FA/24	yes SP, 2026	no	
WELD	150	In Process	Same as above	Yes – Prerequisite; Completion of WELD-100 or WELD-120 with a minimum grade of C	SU/25	yes SP, 2026	no	
WELD	240	In Process	Same as above	Yes – Prerequisite;Completion of WELD-100 or WELD-130 with a minimum grade of C	SP/25	yes SP, 2026	no	
WELD	241	In Process	Same as above	Yes – Prerequisite; Completion of WELD-240 with a minimum grade of C	SP/25	yes SP, 2026	no	

Degrees & Certificates Table

Degree or Certificate & Title	**Implementation Date**	**Date of Last Review**	**Reason for Last Review**	**Has Documentation** ***Yes/No***	**In Need of Revision+** ***and/or Missing Documentation*** **& Academic Year Anticipated**	**To Be Archived*** ***(as Obsolete, Outdated, or Irrelevant)*** **& Academic Year Anticipated**	**No Change**
Welding Technology AS	1972	2023	The PLOs were revised to streamline outcomes, eliminate redundancy, and ensure alignment with current industry standards and measurable skills for student success.	No	yes SP, 2026	no	
Welder's Assistant (Local Certificate)	11/26/2022	2025	Updating from Local to COA	No	yes SP, 2026	no	
Welding Technician Basic (Certificate of Achievement)	8/13/2018	2025	The PLOs were revised to streamline outcomes, eliminate redundancy, and ensure alignment with current industry standards and	No	yes SP, 2026	no	

			measurable skills for student success.				
Combination Welding Technician (Certificate of Achievement)	8/13/2018	2022?	None Given	No	yes SP, 2026	no	
Welding Technology (Certificate of Achievement)	4/18/2005	2025	The PLOs were revised to streamline outcomes, eliminate redundancy, and ensure alignment with current industry standards and measurable skills for student success.	NO	yes SP, 2026	no	

Describe the alignment between the Program Map(s) and the NVC Catalog.
Program faculty have reviewed all program map(s) pertaining to the program and have confirmed alignment between the map(s) and the information in the current NVC Catalog.

Describe the factors that contributed to the consistency/discrepancy identified in the two sources.
n/a

Do the findings from the review of information indicate that changes are necessary to ensure consistency across sources?
No

D. ALIGNMENT BETWEEN COURSE SCHEDULING & CATALOG

Describe the alignment between recent course offerings and program requirements.
Program faculty have reviewed recent course offerings against requirements for all degrees/certificates conferred by the program and have confirmed that students have been given opportunity to complete requirements within the period of time reported

Describe the factors that contributed to ensuring that courses are offered according to schedule (or not offering them according to schedule).
Course scheduling within the Welding program has largely been consistent with program requirements; however, a few key factors have affected delivery in recent years. The departure of an adjunct faculty member on maternity leave resulted in a temporary gap in instructional coverage, impacting some section offerings. Additionally, a decline in high school dual enrollment participation—due to reduced CTE funding at the K–12 level—affected enrollment projections and scheduling decisions.

Do the findings from the review of course offerings indicate that changes are necessary to ensure that students can complete program requirements within the period of time reported in the Catalog?
No

SECTION IV: LEARNING OUTCOMES ASSESSMENT

LEARNING OUTCOMES STATEMENTS

Program Learning Outcomes Statements from Current Catalog

Program/ Degree/ Certificate	Learning Outcomes Statement(s) as Presented in Current NVC Catalog
Welder's Assistant (Local Cert)	1. The student will be able to perform rudimentary layout and fabrication skills used in the welding industry. 2. The student will be able to interpret blueprint and American Welding Society welding symbols. 3. The student will be able to identify and mitigate safety issues and follow direction from the welder or welding supervisor. 4. The student will be able to assist in the set-up of manual and semi-automatic welding and cutting equipment and apparatus used in the welding industry.
Welding Technician Basic (Cert)	1. The student will be able to set up and operate manual and semi-automatic welding and cutting equipment commonly used in the welding industry. 2. The student will be able to perform basic layout and fabrication to construct welded metal parts common to the welding industry. 3. The student will be able to read and interpret blueprints, shop drawings, basic welding codes and American Welding Society Weld Symbols. 4. The student will be able to work as part of a team and perform skills in a professional, ethical manner. 5. The student will be able to perform welding and cutting operations in the flat, horizontal, vertical up and down, and in the overhead fabrication positions using GMAW, SMAW, FCAW, GTAW, OAC, and PAC. 6. The student will be able to develop the skills needed to qualify as a certified welder under the AWS D1.1 Structural Welding Code.
Combination Welding Technician (Cert)	1. The student will be able to work safely and follow safety procedure in a welding environment. 2. The student will be able to utilize SMAW, GMAW, FCAW,GTAW, OAC, PAC, and CAC-A in all positions on structural and pipe welding applications. 3. The student will be able to read and interpret blueprints, shop drawings, assembly details and American Welding Society welding symbols. 4. The student will be able to work and contribute to a team and work with minimal supervision
Welding Technology (Cert)	1. Work efficiently and safely 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 the knowledge base to accomplish the above outcome.
Welding AS	1. Work efficiently and safely 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 the knowledge base to accomplish the above outcome.

A. ALIGNMENT OF OUTCOMES STATEMENTS ACROSS A VARIETY OF SOURCES

Program faculty have reviewed all program-level outcomes statements (including those associated with each degree or/and certificate offered) recorded in these .

Current NVC Catalog
Nuventive
Program Map(s)

Were any discrepancies between outcomes statements across the locations identified?

No

Program (CEWD) - Welding Technology: Program Review

B. STATUS OF LEARNING OUTCOMES ASSESSMENT

B.1 Course Level

Welding Technology	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
7	3	4	42.9%	57.1%

B.2 Program/Degree/Certificate Level

Degree/ Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Welding Technology AS	The outcomes statements within Nuventive are not assigned to a specific degree/ certificate program.	0	0	0%	0%
Welder's Assistant (Local Certificate of Achievement)		0	0	0%	0%
Welding Technician Basic (Certificate of Achievement)		0	0	0%	0%
Combination Welding Technician (Certificate of Achievement)		0	0	0%	0%
Welding Technology (Certificate of Achievement)		0	0	0%	0%

Are any changes necessary to ensure regular, ongoing assessment of student learning outcomes?
Yes

Describe the proposed actions the program will take around status of learning outcomes assessment.
The Welding Program will implement a structured assessment calendar to ensure all course- and program-level outcomes are assessed on a regular basis. Faculty will review SLOs during annual department meetings to verify alignment with current curriculum and industry expectations.

C. FINDINGS FROM LEARNING OUTCOMES ASSESSMENT

Summary of recent assessment findings
n/a

Are any changes necessary to ensure follow-up on outcomes assessment findings or/and completion of action plans recorded in Nuventive?
Yes

Describe the proposed actions the program will take around learning outcomes assessment.
To support consistency in reporting, the program will adopt shared assessment rubrics for key skills such as weld quality, safety practices, and blueprint interpretation. All full-time and part-time faculty will receive support in using Nuventive, and SLO data will be embedded into final project rubrics to streamline documentation.

SECTION V: LAST THREE-YEAR PROGRAM-LEVEL PLAN

Components of the Last Three-Year Program-Level Plan

Status of Program-Level Plan from Last Program Review		
Components of Program-Level Plan from Last Program Review	**Description of Implementation to Date**	**Description of Status**
[None identified in report]	The 2022 program review did not include a formal program-level plan with specific initiatives, timelines, or measurable outcomes. Since that time, the program has focused on rebuilding curriculum and strengthening alignment with industry needs.	A new action plan has been established in this 2025 review cycle and will be implemented starting in Spring 2026.

Will any components of the last program plan be carried over into the plan that results from the current review process?
No

SECTION VI. PROGRAM PLAN (FOR THE FUTURE)

Program Plan

Program Plan for the Future					
Program	**Program-Level Initiative**	**Initiative/ Component #**	**Alignment with EMP/Other Plans**	**Anticipated Year of Implementation**	**Anticipated Outcome of Initiative**
Welding Technology	Complete curriculum updates for all WELD courses	1	EMP Goal 1: Student Completion CTE Strategic Plan	SP 2026	Streamlined curriculum aligned with current industry standards; improved student outcomes and time to completion
Welding Technology	Submit local certificate for COA approval	2	EMP Goal 3: Career Education and Economic Mobility	SP 2026	Formal recognition of “Welder’s Assistant” certificate; increased certificate completion and job placement
Welding Technology	Implement updated SLO assessments for all revised courses	3	EMP Goal 1: Student Completion ACCJC Standards	SP 2026	Regular and meaningful assessment cycles that inform program improvement and document student learning outcomes

SECTION VII. RESOURCE NEEDS (FOR THE FUTURE)

Resource Needs

Resources Needed to Implement Program Plan		
Initiative/Component #	**Resource Type**	**Resource Description**
1	Infrastructure funding	Building improviement /renovation
2		
. . .		

SECTION VIII. OVERVIEW

A.1 Assessment of State of the Program
Growth

A.2 Rationale for the State of the Program Selected
The Welding Program is currently in Growth Mode due to intentional efforts to expand capacity and modernize curriculum. The recent hiring of an adjunct faculty member signals increased demand and enables more flexible scheduling to support student success. All core courses and certificates are undergoing curriculum revision to align SLOs and PLOs with industry standards, remove redundancy, and ensure measurable skills that enhance employability. These changes reflect a strategic response to advisory board feedback and labor market needs. With stable enrollment and high job placement rates, the program is well-positioned for growth. Expanding instructional capacity, modernizing content, and maintaining strong community and industry engagement support a positive trajectory for the next review cycle.

B.1 Major Findings: STRENGTHS
Strong Faculty Expertise and Expanded Instructional Capacity
The program benefits from experienced full-time and adjunct faculty. The recent hiring of an adjunct has allowed for increased flexibility in scheduling and supported continued growth.

High Job Placement Rates
Graduates consistently secure employment in local and regional welding positions. The program's strong reputation with employers and integration of real-world skills contribute to continued job placement success.

Stable Enrollment and Community Support
Enrollment has remained stable across terms, even through periods of institutional disruption. The program is supported by strong advisory board engagement and positive relationships with local industry partners.

B.2 Major Findings: AREAS FOR IMPROVEMENT
(1) Industry-Aligned Curriculum Updates Still in Progress
While the Welding Program has initiated a thorough revision of all courses and certificates to better align with industry standards, these updates are still in process. Final approval and implementation are anticipated in 2026, indicating the need for continued monitoring and faculty support during the transition.

(2) Need for Consistent SLO Assessments
Although all course-level SLOs have been updated, consistent and timely assessment has not occurred across all courses. More robust coordination and documentation within Nuventive is necessary to ensure assessment data informs teaching and program improvements.

(3) Lack of Documented Program-Level Outcomes (PLOs) Assessments
The program has updated its PLOs, but systematic assessment and documentation of program-level learning has yet to be completed. A clear cycle of PLO assessment needs to be developed and implemented.

C. Describe the great work the program has been doing the past three years, including effective and innovative practices to improve the student experience, success, learning, and achievement.
The hiring of a dedicated adjunct faculty member in 2025 marked a major turning point, allowing the program to offer more consistent scheduling and provide students with greater access to high-quality instruction

D. New Objectives/Goals
(1) Finalize and Implement Curriculum Updates
The Welding Program will complete the approval process for all revised courses and certificates to ensure alignment with updated program learning outcomes (PLOs), industry expectations, and measurable skill development. Final implementation is expected in 2026. This work will better prepare students for the workforce and improve overall program coherence.

(2) Strengthen SLO Assessment Practices
The program will develop a standardized course-level Student Learning Outcomes (SLO) assessment calendar and provide support to faculty for documenting assessments in Nuventive. The goal is to ensure consistent, timely assessment across all courses and use that data to improve instruction and student success.

(3) Launch Program-Level Learning Assessment Cycle
The program will initiate a formal cycle for assessing Program Learning Outcomes (PLOs), starting with baseline data collection in 2025–2026. A lead faculty member will be assigned to coordinate assessments and ensure results are discussed and acted upon during department meetings.

E. List of Individuals Who Contributed to the Report/Participated in Process
Eric Wade, Welding Program Coordinator, Claudette Shatto, Guided Pathway Coordinator, Douglas C. Marriott, CEWD Senior Dean

ADMINISTRATIVE FEEDBACK

Supervising Administrator
Douglas C. Marriott

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum.
Strengths include the history and vibrancy of the program to meet industry needs, partnerships for contract education with the Farm Worker Foundation, compressed schedules (for both bootcamp in the summer and semester courses) to get students trained and into the workforce, and the industry experience of the current full-time and adjunct faculty working in the program. A current strength that should also be cited are dedicated campus champions who have worked with the Foundation to provide scholarships and support specifically for Welding (and Machining) students.

Areas of concern, if any
There is an ongoing need for more adjunct faculty in the field to support and offset assignments.

Recommendations for improvement
Work with Administrative Services and Facilities on a potential timeline for infrastructure improvements to the building, work to hire additional faculty support.

Additional information regarding resources
The building renovation has stalled due to funding issues. It will be challenging to schedule renovations during periods that do not impact instruction.