DEPARTMENT FACULTY/STAFF INPUT

An important part of the Program Review process is the consultation and input of all members of the department. Please have each member of the department both full-time and part-time sign below to acknowledge that they were consulted with during the process and were able to provide input.

**NOTE:** This signature does not indicate necessary approval of the data or the analysis or evaluation of the information contained inside this document. It is an indication that you had an opportunity to provide input in the process.

<table>
<thead>
<tr>
<th>Name of Faculty or Staff Member</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Gary Menser, Chair</td>
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<tr>
<td>Norm Becker, Associate Faculty</td>
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<tr>
<td>Ed Swan, Associate Faculty</td>
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<tr>
<td>Allan Crocker, Associate Faculty</td>
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<tr>
<td>Robert Vanover, Associate Faculty</td>
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<tr>
<td>Troy Kuhns, Instructional Assistant</td>
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PART I. ABSTRACT (EXECUTIVE SUMMARY).
In one page or less, summarize the major findings of the Program Review Report. List the key measurements of quality for your department and the results of the data. Provide a brief analysis/explanation of the data and the major future goals supported by the data.

The enrollment trends over the four years of data available tell us we need to work on maintaining the growth we have achieved. The low number in the FTES/SEC is due to offering eight sections of Weld 60. Weld 60s have no instructor load, no significant cost to the district and is very important to the students. Enrollments in some of the 60 sections may be zero helping to explain the low FTES/SEC number. Retention rates tell us we are keeping students once enrolled, so we need to work on attracting new students.

The variability of the budget is an enigma. The budget money I have control over (e.g. supplies and equipment) have not varied over the years enough to explain the explosion of 80% growth that occurred in ’02-'03. I have discovered expenditures in the past budgets charged to welding and ordered and delivered to other departments.

The number of classes has not increased. The number of sections has increased moderately to help grow FTES. We need to add appropriate new classes and monitor existing offerings carefully to maximize efficiency and improve FTES/SEC.

The welding lab has space limitations of 24 arc stations and 14 gas welding stations. The effect of the space limitations is lab impaction between the hours of 6-10 pm. Evening hours after 6 pm have been the best attended traditionally. Afternoon enrollments have improved and morning hours have been a challenge to maintain minimum enrollment numbers.

PART II. KEY MEASUREMENTS OF QUALITY (KQMs)
Key quality measurements (KQMs) are a combination of college-wide data elements (provided to you in a separate report) plus elements that are of particular importance to each department. Please describe below department specific data you consider in preparing this report.

None.

PART III: ANALYSIS OF KEY QUALITY MEASUREMENTS (KQMs)
Referring to the report of key quality measurements provided by the Office of Institutional Research, please provide your analysis of each indicator included in the report.

KQM 1 – Enrollment trend for the past 5 years: Only 4 years are provided for Fall term data, 2002 through 2005. Across these 4 Fall terms, the pattern shows a stable number of courses, an increase in number of sections from 2002 to 2003, and a
severe decrease (-21.3%) in FTES from 2004 to 2005. The effect of adding sections has not resulted in any efficiency gains, with the average FTES per section decreasing from 1.19 to 1.09 from 2002 to 2005. Overall, Fall enrollment patterns show an overall increase of 9.6% in FTES with only small losses in efficiency (-7.9%).

This pattern is somewhat different across Spring terms: There is a 5.8% loss in FTES from Spring 2002 to 2006, a 14.3% increase in number of sections, a 4.9% loss in FTES/section.

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
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<th>2006</th>
<th>SPRING</th>
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<td>#Crses</td>
<td>13</td>
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<td>Var, 2006 v 2002</td>
</tr>
<tr>
<td>Ann Var</td>
<td>+0.0%</td>
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<td>Var, 2006 v 2002</td>
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<tr>
<td>Ann Var</td>
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<td>+14.3%</td>
<td>+0.0%</td>
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<tr>
<td>FTES</td>
<td>26.53</td>
<td>30.74</td>
<td>29.93</td>
<td>30.44</td>
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<td>-4.9%</td>
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<tr>
<td>FTES/Sec</td>
<td>1.26</td>
<td>1.46</td>
<td>1.25</td>
<td>1.27</td>
<td>1.21</td>
<td>Var, 2006 v 2002</td>
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<tr>
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<td>+1.7%</td>
<td>-4.9%</td>
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KQM2 – Enrollment projection for the next 3 years: Enrollment growth is projected over the next three years.
<table>
<thead>
<tr>
<th>Year</th>
<th>WELD</th>
<th>%Ann</th>
<th>Var</th>
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<tbody>
<tr>
<td>02-03</td>
<td>63.05</td>
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<tr>
<td>03-04</td>
<td>68.28</td>
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<td>+8.3%</td>
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<td>04-05</td>
<td>80.44</td>
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<td>05-06</td>
<td>66.95</td>
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<tr>
<td>06-07</td>
<td>73.81</td>
<td>+10.2%</td>
<td>+10.2%</td>
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<tr>
<td>07-08</td>
<td>74.92</td>
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<td>08-09</td>
<td>75.88</td>
<td>+1.3%</td>
<td>+1.3%</td>
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</table>

KQM 3 – Retention rate: Across Fall terms retention rates range from a low of 84.2% in 2003 to a high of 92.0% in 2005; and rates are consistently higher than that for the College.

KQM 4 – Persistence rate: NOT INCLUDED THIS YEAR

KQM 5 – Success rate: Success rates are consistently above 50% across Fall terms 2002 through 2005 and dip below 50% across Spring terms 2002 through 2005. These rates are below the average College rates.
KQM 6 – Job Market: NOT INCLUDED THIS YEAR

KQM 7 – Course Transferability: Not applicable.

KQM 8 – WSCH/FTEF: NOT INCLUDED THIS YEAR

KQM 9 – Cost Effectiveness: NOT INCLUDED FOR 2007-2008

KQM 10 – Availability of resources: This was NOT provided in a separate report by the Office of Institutional Research. Please provide your own report of the adequacy of resources for department to meet its goals.

Resources have been adequate to meet the goals of the program for ’06-’07. Between ’02 and ’06 approximately half of the program goals were met with available resources.

Budget data reveal a highly variable pattern of expenditures in the years shown. Budget shown for 2006-2007 is $39k above 2005-2006 funding levels.

INDUSTRIAL TECH-WELDING (0956)


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<tr>
<td>TOTALS</td>
<td>201,723</td>
<td>153,424</td>
<td>158,241</td>
<td>285,788</td>
<td>266,051</td>
<td>261,579</td>
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<td>Ann Var%</td>
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<td>+8.1%</td>
</tr>
</tbody>
</table>

Other KQM – List other key quality measures not already listed that pertain to your area.

PART IV: CONCLUSIONS

Participate in activities (e.g. Bridge Program) to grow and maintain growth achieved, especially female students.
PART IV: CONCLUSIONS CONTINUED

We need to improve success rates to come up to the college average.

Research the reasons for the variability of the overall budget enigma.

Write curriculum for new courses.

Monitor class offerings by reviewing enrollment data and respond to the data.

PART V: EXPLANATIONS

See abstract

PART VI: GOALS

For each department goal requiring additional resources, please respond to all the questions below. (Cut and paste questions as needed for each additional priority).

**Priority 1**

What is your goal for 2007-2008? Attract and retain female students

To which College-wide strategic goals *(see last page of this document)* is this related? 4

How will you know if the goal was successful (measurement)? More female students enroll and complete the program

How will the goal be accomplished (key activities)? Working with the gender equity committee on activities focusing on attracting female students to vocational areas

What additional resources are you requesting? None

General Description –
Projected Cost –
One-time or base increase? –
Additional Comments –

**Priority 2**
What is your goal for 2007-2008? Offer new courses e.g. Flux cored arc welding

To which College-wide strategic goals *(see last page of this document)* is this related?  2

How will you know if the goal was successful (measurement)? The number of course offering increases

How will the goal be accomplished (key activities)? Write new curriculum

What additional resources are you requesting? None

<table>
<thead>
<tr>
<th>General Description</th>
<th>Projected Cost</th>
<th>One-time or base increase?</th>
<th>Additional Comments</th>
</tr>
</thead>
</table>

Priority 3

What is your goal for 2007-2008? Replace old equipment

To which College-wide strategic goals *(see last page of this document)* is this related?  5

How will you know if the goal was successful (measurement)? If old equipment is replaced with new equipment

How will the goal be accomplished (key activities)? Funding, ordering and placing new equipment in the weld lab

What additional resources are you requesting?

<table>
<thead>
<tr>
<th>General Description</th>
<th>Projected Cost</th>
<th>One-time or base increase?</th>
<th>Additional Comments</th>
</tr>
</thead>
</table>

Priority 4

What is your goal for 2007-2008? Add more lab space

To which College-wide strategic goals *(see last page of this document)* is this related?  2
Department: Welding

How will you know if the goal was successful (measurement)? Lab space is added to the welding lab

How will the goal be accomplished (key activities)? Adding additional space to the existing welding lab or moving the lab to a larger existing facility
What additional resources are you requesting? Hundreds of thousands

General Description – Evaluate the lab space required to allow additional welding work station during impacted evening hours in the welding lab
Projected Cost – Hundreds of thousands of dollars
One-time or base increase? – One time
Additional Comments – The space will allow more students to attend during impacted hours increasing FTES in welding
College-Wide Strategic Goals

The following revised set of strategic goals for the College were adopted by the Board of Trustees in 2005. These goals will provide the general direction for development of strategies the College will adopt and implement in the coming years:

1. Organizational Excellence - The College’s governance roles and processes are structured to maximize institutional effectiveness.

2. Institutional Commitment to Student Learning and Student Success through Educational Excellence - Student learning will be the central focus in the development, implementation, evaluation, and improvement for all courses, programs, and services.

3. Economic and Community Development - The College will effectively meet changing community needs for education leading to employment, cultural enrichment, civic, political and social responsibilities.

4. Diverse Populations - The College will increase access opportunities by improving programs and services to better serve an increasingly diverse campus population.

5. Effective Technology Integration - The College will integrate and utilize technology and provide quality technological training for the creation and delivery of instruction, support of programs and services, and the improvement of institutional effectiveness to enhance student learning.

6. Learning Centered Resource Management - Through utilization of prudent fiscal policies and the proactive entrepreneurial pursuit of increased revenue, the College will work diligently to secure solid financial resources to meet current and future enrollment growth, community learning needs and learning outcomes.