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Barstow Community College

INSTRUCTIONAL PROGRAM REVIEW

(Refer to the Program Review Handbook when completing this form)

PROGRAM:	Welding			
Academic Year:	2017-18	FULL PROGRAM REVIEW	**Date Submitted:**	10-09-2017
Academic Year:		ANNUAL UPDATE #1	**Date Submitted:**	
Academic Year:		ANNUAL UPDATE #2	**Date Submitted:**	

By:

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1. Program Mission and Vision

A. Program Mission

The goal of the Barstow Community College welding department is to impart to the student welder the skills necessary to weld safely and competently, using various welding processes, for personal pursuits, to gain entry level welding employment in the local economy and/or obtain the Welding Certificate/Associate Science Degree in Welding.

B. Program Vision *(Where would you like the Program to be three years from now?)*

The Welding Department will continue to collaborate with potential employers in the area to establish a listing of job opportunities and provide this information regarding job market to our students. Overall the Welding Department will continue to improve and provide the latest technology in this industry. The development of new Certificates for each welding process: SMAW, Semi-automatic(GMAW/FCAW), GTAW and one for the new pipe welding courses that were developed and approved in curriculum. Design, create, and implement hybrid classes. This will allow for more flexible schedules to accommodate student's needs, increase enrollment and completion rates.

C. Describe how mission and vision align with and contribute to the College's Mission and Vision

The Welding Program at BCC prepares the student with the basic skills necessary for a career in the welding field as well as providing learning opportunities giving the student the knowledge, skills, and certification necessary for success in this field and other endeavors.

2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

A. Organization, including staffing and structure

The Welding Department staffing consists of 1 Full Time instructor and 1 Adjunct Instructor teaching all welding courses as well as Blueprint Reading. There is 1 Full Time IMMT faculty that is currently teaching WELD and 1 Adjunct IMMT Instructor who is qualified to teach welding. The courses are offered late in the afternoon/evenings and Saturdays to meet the needs of students and teaching schedules. Sections could be created to offer courses earlier in the day since a full-time instructor has been hired. Currently our program offers a Certificate and an A.S. degree in Welding. We currently are in the process of creating new certificates for each Arc welding process as well as one that will incorporate pipe welding.

B. Who do you service (including demographics)?

We have a very diverse group of students – varying in age, gender, ethnicity, and experiences. The Welding Department services students from Barstow College, Barstow High School Silver Valley High School, Excelsior High School, as well as any other educational facilities in the Barstow area. Employers in the area including Santa Fe Railroad, Union Pacific Railroad, US Marine Corps Logistics Base, Moly Corp-Mountain Pass, County of San Bernardino Industrial Maintenance Mechanic training program, and other local welding facilities and businesses such as: Ft Irwin National Training Center, Southern Calif. Edison, Southwest Gas Co.,

C. What kind of services does your unit provide?

Our program works closely with our Dean of Instructions and Workforce and Economic Developments, the Academic Counselors (we now have a counselor who comes to our State Street campus two days a week), Curriculum Chairperson/Committee, and Career Technical Education (Region 9).

In addition, our program offers our students, American Welding Society Certification in various welding processes based on the completion by our students.

D. How do you provide them?

All welding classes are presented in both classroom and shop environment for hands on learning. They are currently being offered in the afternoon/evenings including Saturdays however, morning/midday courses could be offered with the hiring of a full-time faculty person. We are also exploring the option of offering hybrid classes.

We schedule courses with our Dean of Instruction and Workforce and Economic Development and collaborate with the Academic Counselors by assisting with educational planning for our students. This is the first year that business math courses have been offered at the State Street campus.

E. Does the program have a degree or certificate?

Our program has the following:

Associates of Science, Welding
Welding Certificate of Achievement

We are currently working on an additional Certificates for each welding process as well as one to incorporate the new pipe welding courses approved in curriculum.

3. Program Data

A. PERFORMANCE DATA

Discuss the program's performance on the specific data items listed below:

1) Full-time/Part-Time Faculty Ratio

There is 1 Full Time WELD instructor and 1 Adjunct who teach welding. There is 1 full time IMMT that teaches and 1 Adjunct IMMT faculty that is qualified to teach welding.

	TRADITIONAL	ONLINE
2) Course Completion Rate	93.28%	N/A
3) Course Success/Retention Rate	82.82%	N/A
4) WSCH/FTEF Ratio		
Full-time:	WSCH = 565 FTEF = 1.515	N/A

	Ratio = 373	
Part-time:	WSCH = 695 FTEF = 2.331 Ratio = 298	N/A
5) Fill Rate	75%	N/A

Reflect on the data above:

By hiring a full-time faculty for WELD we are now be able to offer additional courses, training, and further develop this department. When additional courses and training are offered we need infrastructure improvements including electrical, proper fume extraction, and better utilization of shop space to the State Street facility.

B. PROGRESS ON PROGRAM LEVEL OUTCOMES (PLOS) AND STUDENT LEARNING OUTCOMES (SLOS)

1) List your Program Level Outcomes (PLOs).

New Program Learning Outcomes:

With the feedback provided by the SLOAC Committee the following PLOs were created.

1. Demonstrate and implement the safety principles involved in commercial and industrial welding.
2. Demonstrate knowledge in all aspects of the different welding trades used for industrial repair, creative arts, and personal use utilizing Oxy-Fuel Gas, SMAW, GMAW, and GTAW.
3. Obtain the knowledge and skill set for an entry level welding position.

2) Summarize the progress you have made on Program Level Outcomes.

Students completing the certificates and/or A.S. degree are leaving our program with the knowledge and skill set required to obtain a minimum entry level position. Depending upon the student and prior experience some have obtained higher level positions.

During our advisory committee meetings, we have had positive feedback by our industry partners sharing that our students are meeting their expectations.

The data in #3 below supports that students who take the first three courses are able to get a job in the field. Many of our students are in need of supporting themselves and/or their families. We are going to create stackable certificate that supports the course offerings reflective of student's success/completion.

3) Summarize the progress made on course-level outcomes and assessments; use specific data, if possible.

All courses are re-emphasizing "Safety Awareness" the following data indicates student success on Safety Awareness and the student learning outcomes for each of the following courses.

WELD 50 = 43/50 = 86%

WELD 51 = 49/52 = 94%
WELD 52 = 30/34 = 88%
WELD 53 = 25/26 = 96%
WELD 54 = 24/26 = 92%
WELD 55 = 26/26 = 100%
WELD 57 = 14/14 = 100%

In ***2017-2018***, WELD course outlines of record were updated to accurately list the SLOs for each course taught in that academic year. All student learning outcomes were assessed for each course taught. We plan to continue to assess each class as it is taught. Revising the SLOs and course outlines of record has helped to align our specific areas of concern in the various welding processes, such as how the course objectives and methods of instruction relate, what's expected of the students and what they can expect from the course, and how they will be assessed.

Through the advisory meeting it was determined that pipe welding is a need with many of our partners such as Santa Fe Railroad, Union Pacific Railroad, US Marine Corps Logistics Base, Moly Corp-Mountain Pass, County of San Bernardino Industrial Maintenance Mechanic training program, Ft Irwin National Training Center, Southern Calif. Edison, Southwest Gas Co and other local welding facilities and businesses.

Addition of Blueprint Reading, Weld 56, to Spring semesters in the two-year plan and increased instruction in safety awareness.

4) **Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.**

Our program determined to add an additional Blueprint Reading course – Weld 56, to Spring semesters in the two-year plan and increased instruction in safety awareness in all courses. The data supports that students who take the first three courses can get a job in the field.

We will be creating stackable certificates that will reflect on students' success/completion. With the creation of the pipe welding courses, these courses will be added to the two-year plan. We will be creating a certificate for the pipe welding courses.

5) **Reflecting on the responses for #2 and #3 above, what will you implement for the next assessment cycle?**

A new certificate will be developed to include the pipe welding courses that were created. This will be a certificate of 12 units. In addition, we will be creating stackable certificates that reflect on student's success who take the required courses to get an entry level job and don't necessarily complete the degree in welding.

C. SUPPORTING ASSESSMENT DATA *(See Handbook for additional information)*

1) **Provide a list of any additional measures** *(not included in 3.A.)* **that you have chosen to gauge your program's effectiveness** *(e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.).*

Declared Majors: 36
Degrees: 4
Certificates: 24
Achievement of AWS Welding processes certificates in areas of student's interest upon completion of courses in the Welding program.

1a) If this is a CTE program ending with a certificate or degree, include data on employment opportunities, compliance with advisory recommendations, and fiscal viability of program. *(Include labor market and demand information using resources in CTE and the PR Handbook.)*

Employment Development Department **2012-2022 Occupational Employment Projections**

Labor Market Information Division **Riverside-San Bernardino-Ontario Metropolitan Statistical Area**
Published: December 2014 **(Riverside and San Bernardino Counties)**

Occupational Title	Estimated Employment 2012**	Projected Employment 2022	Numeric Change 2012-2022	Percent Change 2012-2022	Annual Average Percent Change	Average Annual Job Openings		
						New Jobs	Replacement Needs	Total Jobs
Industrial Machinery Mechanics	1,780	2,380	600	33.7%	3.4%	60	51	111
Control and Valve Installers and Repairers, Except Mechanical Door	460	520	60	13.0%	1.3%	6	16	22
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	2,580	3,770	1,190	46.1%	4.6%	119	65	184
Maintenance Workers, Machinery	860	980	120	14.0%	1.4%	12	11	23
Maintenance and Repair Workers, General	10,350	11,930	1,580	15.3%	1.5%	158	199	357
Maintenance Workers, Machinery	860	980	120	14.0%	1.4%	12	11	23
Maintenance and Repair Workers, General	10,350	11,930	1,580	15.3%	1.5%	158	199	357
Welders, Cutters, Solderers, and Brazers	2,590	2,960	370	14.3%	1.4%	38	63	101
Welding, Soldering, and Brazing Machine Settlers, Operators, and Tenders	120	140	20	16.7%	1.7%	2	3	5

2) Summarize the results of the measures listed in #1 above:

We will be creating stackable certificates that lead to a degree in Welding and a pipe welding certificate. Students can use these as a basis for job applications.

3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you *plan** to implement, as a result of your analysis of these measures? *(*List any resources required for planned implementation in #10: Resources.)*

Our program has shown an increase in employment in welding areas, such as at Ft Irwin, USMC Maintenance Center, Borax Corp., for our students who have completed their Certificates/AS degree

D. TWO YEAR SCHEDULING PLAN

1) What is the program's Two-Year Scheduling Plan?

WELD Two Year Schedule	
Fall 2017	Spring 2018
Live	Live
Monday – Friday Classes (2 instructors)	**Monday – Friday Classes** (2 instructors)
WELD 50 – Oxyacetylene Welding and Cutting	WELD 50 – Oxyacetylene Welding and Cutting
WELD 51 – Shielded Metal ARC Welding	WELD 51 – Shielded Metal ARC Welding
WELD 52 – Position Welding (ARC Welding)	WELD 52 – Position Welding (ARC Welding)
WELD 53 – Soldering, Brazing, and Braze Welding	WELD 53 – Soldering, Brazing, and Braze Welding
WELD 54 – Gas Metal-ARC Welding	WELD 54 – Gas Metal-ARC Welding
WELD 55 – Gas Tungsten-ARC Welding	WELD 55 – Gas Tungsten-ARC Welding
WELD 56 – Blueprint Reading (Metal Trades)	WELD 56 – Blueprint Reading (Metal Trades)
WELD 57 (AWS) – Welding Fabrications and Projects	WELD 57 (AWS) – Welding Fabrications and Projects
Notes: Saturday WELD (all classes except WELD 56) (1 instructor)	**Notes: Saturday WELD** (all classes except WELD 56) (1 instructors)
Fall 2017	Spring 2018
Live	Live
Monday – Friday Classes	**Monday – Friday Classes**
WELD 50 – Oxyacetylene Welding and Cutting	WELD 50 – Oxyacetylene Welding and Cutting
WELD 51 – Shielded Metal ARC Welding	WELD 51 – Shielded Metal ARC Welding
WELD 52 – Position Welding (ARC Welding)	WELD 52 – Position Welding (ARC Welding)
WELD 53 – Soldering, Brazing, and Braze Welding	WELD 53 – Soldering, Brazing, and Braze Welding
WELD 54 – Gas Metal-ARC Welding	WELD 54 – Gas Metal-ARC Welding
WELD 55 – Gas Tungsten-ARC Welding	WELD 55 – Gas Tungsten-ARC Welding
WELD 56 – Blueprint Reading (Metal Trades)	WELD 56 – Blueprint Reading (Metal Trades)
WELD 57 (AWS) – Welding Fabrications and Projects	WELD 57 (AWS) – Welding Fabrications and Projects
Notes: Saturday WELD (all classes except WELD 56) (1 instructor)	**Notes: Saturday WELD** (all classes except WELD 56) (1 instructor)

2) What changes, if any, have been made since the last Program Review?

We created three pipe welding courses to support the industry needs as per advisory committee meetings. A Saturday courses was implemented to accommodate the growth of the program. Additional certificate pathways are being created.

3) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals? If this is a degree or certificate pathway, can students complete in two years?

The two-year schedule provides us with a clear outline of course offerings that if a student is full-time they will be able to complete within two years provided they pass their courses and are able to take their required general education courses. Part-time students face scheduling challenges that could be mitigated by offering classes at additional times and offer classes in a hybrid format.

4) Reflecting on the responses above, what are the goals for the next program review cycle?

To increase the number of students enrolled and completion of the degree and certificate programs in Welding. Create stackable certificates for the welding processes we offer and for the pipe welding program. Increasing the electrical power and ventilation in the Welding Bay to allow for increased enrollment. Move the classroom out of the Welding Bay. **A BAP has been submitted.** Implement hybrid courses.

4. Curriculum

A. **List any <u>new</u> courses or program changes since the last program review. Be sure to include if any new courses have approved prerequisites or corequisites.**

Three new pipe welding courses were created and are waiting to be uploaded to the Chancellor's office. All courses with pre-requisites were reviewed in curriculum. All Welding courses are current with the state requirements. New stackable certificates are being created for each welding process as well.

We are currently reviewing the development of Robotic Welding courses to keep up with present technology. Two instructors have attended the Lincoln Electric Robotic Training Courses in Cleveland, Ohio, in preparation for developing the above mentioned Robotic Welding course. A Lincoln Welding Simulator has been added to the instruction of the WELD courses.

B. **Verify currency of curriculum: Other than above, what changes have been made in the curriculum since the last full program review? (*Updates, delivery mode changes, archives, deletions, revisions, etc.)***

All Welding courses are current and meet the state requirements. Three new pipe welding courses were created as per the advisory meeting recommendations.

1) ***CURRICULUM CURRENCY: Verify that all Transfer Level Courses are current and aligned for transfer.*** *(May require reviewing ASSIST or meeting with Articulation Officer.)*

The welding courses do not transfer to four year colleges.

2) ***CURRICULUM DEVELOPMENT: Verify that all textbooks on Course Outlines of Record (COR) are up to date. Normally, textbook editions should be within five years for articulation.*** *(Contact Articulation Officer for additional information.)*

Books updates were submitted through curriculum.

C. **List any courses not in full compliance with appropriate guidelines, including ASSIST, C-ID, Curriculum Committee, prerequisite validation, etc.** *(NOTE: Any courses that have not been updated in the past six years may not be in compliance. See Curriculum Manual or Articulation Officer for additional information, if necessary.)*

All courses ***<u>are</u>*** in full-compliance at this time.

D. **Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum** *(including all modes of delivery)***?**

Welding is primarily hands-on however we are exploring the option of providing hybrid classes to increase scheduling flexibility and increase equipment utilization. The development of three Pipe Welding courses were created and approved at both Region 9 and our local curriculum that will complement the industry in the area. Also, we are currently reviewing the development of Robotic Welding courses and a Certificate to keep up with present technology.

5. Internal Factors *(see Handbook for additional information)*

A. **Strengths:** *Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.*

Our welding instructors are competent, experienced, well-educated faculty, trained in ***all*** aspects of the welding trade to include welding processes, testing procedures, including destructive and non-destructive test procedures, familiar with many of the technical nuances of the welding industry. Data in the industry is showing an increase in demand for skilled welders in not only the Welding field, but also in IMMT and Automotive.

B. **Weaknesses:** *The program or department's **internal** vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.*

We continue to face challenges in growing our department due to limited equipment usage, offering of classes, because of the need for additional electrical power and ventilation to utilize new equipment to increase enrollment. We are currently reviewing the development of Robotic Welding courses to keep up with present technology

6. External Factors *(see Handbook for additional information)*

A. **Opportunities:** *Current trends and events occurring **outside** the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.*

We have developed three new pipe welding courses that have been approved through curriculum to support the business trends in the immediate area which link to job opportunities for students as they progress in their education toward graduation. Employers in the area including Santa Fe Railroad, Union Pacific Railroad, US Marine Corps Logistics Base, Moly Corp-Mountain Pass, County of San Bernardino Industrial Maintenance Mechanic training program, and other local welding facilities and businesses. Ft Irwin National Training Center, Southern Calif. Edison, and Southwest Gas Co. to name a few.

We are currently reviewing the development of Robotic Welding courses to keep up with present technology.

B. **Threats:** *Current trends and events occurring **outside** the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.*

7. Continuing Education/Professional Development

A. **What continuing education and/or professional development activities have program/unit members attended during the current cycle?**

WELD instructors regularly attend the Barstow Community College CTE training.
In addition, one instructor is currently American Welding Society certified as a Certified Welding Inspector. This qualifies the department to certify students in various welding processes through the AWS and offer NCCER certifications. Two instructors attended the Lincoln Electric Robotic Welding course that will be used to create and provide instruction for the Robotic Welding Course.

B. **How did this benefit your department and the College?**

The trainings that the instructors participate in are beneficial to our college in regard to student learning outcomes, the information gathered from the SLOs will be put into TracDat and this will provide the opportunity to aggregate the data and improve instruction in the classroom.

All trainings, workshops, conferences that are instructors attend transmit into instruction for the students.

C. What are the plans for continuing education and/or professional development in the upcoming cycle?

Adjuncts attempt to participate in workshops/trainings/conferences that reflect welding and career technical education in CTE based on budget of the program/college.

8. Prior Goals/Objectives

- Briefly summarize the progress your program has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*
- If the program does not have prior goals and objectives, please explain.

Goal #1: Attract more students
Enrollment has decreased somewhat. Additional community outreach and advertising are needed.
Goal #2: Increased welding equipment
We were able to purchase a Lincoln CNC plasma cutter to use in conjunction with lab and lecture. Equipment purchases were made through Grants.
We still need to increase the electrical power and ventilation needed to utilize all equipment used in WELD, AUTO, and IMMT programs. Programs aren't able to run at full capacity and this has affected the student's enrolled and potential growth.
Goal #3: Lecture Area
We are still in need of a designated lecture area that supports an uninterrupted learning environment free from loud machinery, air pollution etc.

9. Goals/Objectives/Actions (ACTION PLAN)

A. GOALS: Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.

B. ALIGNMENT: Indicate how each Goal is aligned with the College's Strategic Priorities.

C. OBJECTIVES: Define Objectives for reaching each Goal.

D. ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE: Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.

E. OUTCOMES: State intended Outcomes and list appropriate measures and assessment methods for each Outcome.

F. ADDITIONAL INFORMATION: This area provides for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. *(See Handbook for additional examples.)*

Complete the following table with your Program's **ACTION PLAN**, which must include a **minimum of 3 goals**.

ACTION PLAN						
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Increase student success and completion of certificates and degrees in a timely manner.	*List all that apply:* **Strategic Priority #1: Educational Success:** Measurably advance student equity, completion and attainment of educational goals. **Strategic Priority #5: Campus Culture:** Build a diverse and committed campus culture that promotes engagement among students, staff, faculty, the college and the community. **Strategic Priority #6: Evidence – based Decision Making:** Enhance and further an evidence based framework that supports the institution's decision-making process. **Strategic Priority #7: Diverse and Excellent Workforce:** Attract, develop, and retain an excellent and diverse workforce.	#1	Design, create, and implement hybrid classes.	Develop curriculum and implement a scheduling system for tracking contact hours.	**OUTCOMES:** Increased enrollment **MEASURES:** Student success / retention, student completion **ASSESSMENT:** Enrollment numbers and Class survey on why students are taking class and where they heard about the program. Employer feedback.
			#2	Have counselors and other student contacts become more engaged in the welding department goals	Outreach to other areas on campus by attending meetings when possible or trying alternative methods of discussions if necessary.	**OUTCOMES:** more students being informed of welding program **MEASURES:** Increased enrollment / certificate/degree completion **ASSESSMENT:** Enrollment numbers and class survey on why students are taking class and where they heard about the program. Employer feedback.
			#3	Enhance the program by reaching out to the community and developing partnerships with local businesses.	Work with dean of CTE to outreach and Public Information officer to promote in more venues or in more way: Advisory committee, media advertising. Attend trade shows, expos, and demonstrations of new innovations. Communicate with other community college welding programs for new insights.	**OUTCOMES:** Advisory meetings/committee membership and increase awareness by local businesses **MEASURES:** Meeting minutes, committee participation **ASSESSMENT:** Enrollment numbers and class survey on why students are taking class and where they heard about the program. Employer feedback survey
	Additional Information:	Instructors will require additional training in how to design and implement hybrid classes.				

ACTION PLAN						
	GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2	Increase usage of welding equipment to accommodate increased enrollment and appropriate ventilation.	*List all that apply:* **Strategic Priority #1: Educational Success:** Measurably advance student equity, completion and attainment of educational goals. **Strategic Priority #5: Campus Culture:** Build a diverse and committed campus culture that promotes engagement among students, staff, faculty, the college and the community. **Strategic Priority #6: Evidence – based Decision Making:** Enhance and further an evidence based framework that supports the institution's decision-making process. **Strategic Priority #7: Diverse and Excellent Workforce:** Attract, develop, and retain an excellent and diverse workforce.	#1	Have counselors and other student contacts become more engaged in the welding department goals	Outreach to other areas on campus by attending meetings when possible or trying alternative methods of discussions if necessary.	**OUTCOMES:** more students being informed of welding program **MEASURES:** Increased enrollment / certificate/degree completion **ASSESSMENT: E**nrollment numbers and class survey on why students are taking class and where they heard about the program. Employer feedback.
			#2	To update and upgrade the weld lab equipment.	Increase student enrollment and usage of equipment.	**Outcomes:** Growth of the program **Measure:** Completed projects/assignments **Assessment:** Increase in student success rates and completion of certificates / degree.
			#3	Improve health and safety conditions of staff and students	Provide a healthier and safe work environment for students to complete the lecture portions of the courses and have immediate access to a restroom.	**Outcomes:** Healthier work environment **Measure:** Completed projects/assignments **Assessment:** Increase in student success rates and completion of certificates / degree.
	Additional Information:	The electrical flow into the building impacts every program at the State Street Campus. Instructors and students work with limited usage of welding equipment, automotive equipment, electrical equipment, photography equipment, and computer usage affect every aspect of instruction. We have asked for funding to increase the electrical flow into the building and it has not been funded due to the building not belonging to the college. However, because there is not a facility on the main campus to house the CTE programs we have had to operate an offsite campus. Our programs are growing and we have sought different avenues for funding but haven't been able to accomplish this need. This is affecting student success and the growth of the many programs that provide instruction at the State Street Campus.					
#3	Lecture area provided in shop/lab area	*List all that apply:* **Strategic Priority #1: Educational Success:** Measurably advance	#1	Increases instructional capabilities by allowing lectures for one welding process be conducted	Students enrolled in construction courses could resurrect the walls to separate the classroom from the welding	**Outcomes:** Healthier work environment **Measure:** Completed projects/assignments

ACTION PLAN						
	GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	with environmental consideration for noise and air pollution. ***Additional restroom facilities to accommodate students***.	student equity, completion and attainment of educational goals. **Strategic Priority #5: Campus Culture:** Build a diverse and committed campus culture that promotes engagement among students, staff, faculty, the college and the community. **Strategic Priority #6: Evidence – based Decision Making:** Enhance and further an evidence based framework that supports the institution's decision-making process. **Strategic Priority #7: Diverse and Excellent Workforce:** Attract, develop, and retain an excellent and diverse workforce.		while others are working in the shop areas.	equipment. (Cost could be minimal)	**Assessment:** Increase in student success rates and completion of certificates / degree
			#2	#2 Environmentally safe for student learning.	Less evasive classroom environment for the lecture component	Assessment: Again will be seen by overall enrollment and success of students.
			#3	#3 Quiet atmosphere for student learning	Noise and air pollution decreased	**Outcomes:** Healthier work environment **Measure:** Completed projects/assignments **Assessment:** Increase in student success rates and completion of certificates / degree
	Additional Information:	This supports Goal #2				

10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for EACH new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

Annual Update #1 Academic Year:

1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs) **(from #3B of full PR)**

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

D) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1			
		#2			
		#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1			
		#2			
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1			
		#2			
		#3			

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for EACH new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

Annual Update #2	Academic Year:

1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs) **(from #3B of full PR)**

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

D) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1			
		#2			
		#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1			
		#2			
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1			
		#2			
		#3			

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for EACH new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source