

# YEARLY PLANNING DISCUSSION TEMPLATE

## General Questions

**Program Name** Welding Technology **Academic Year** 2025-26

1. Has your program mission or primary function changed in the last year?

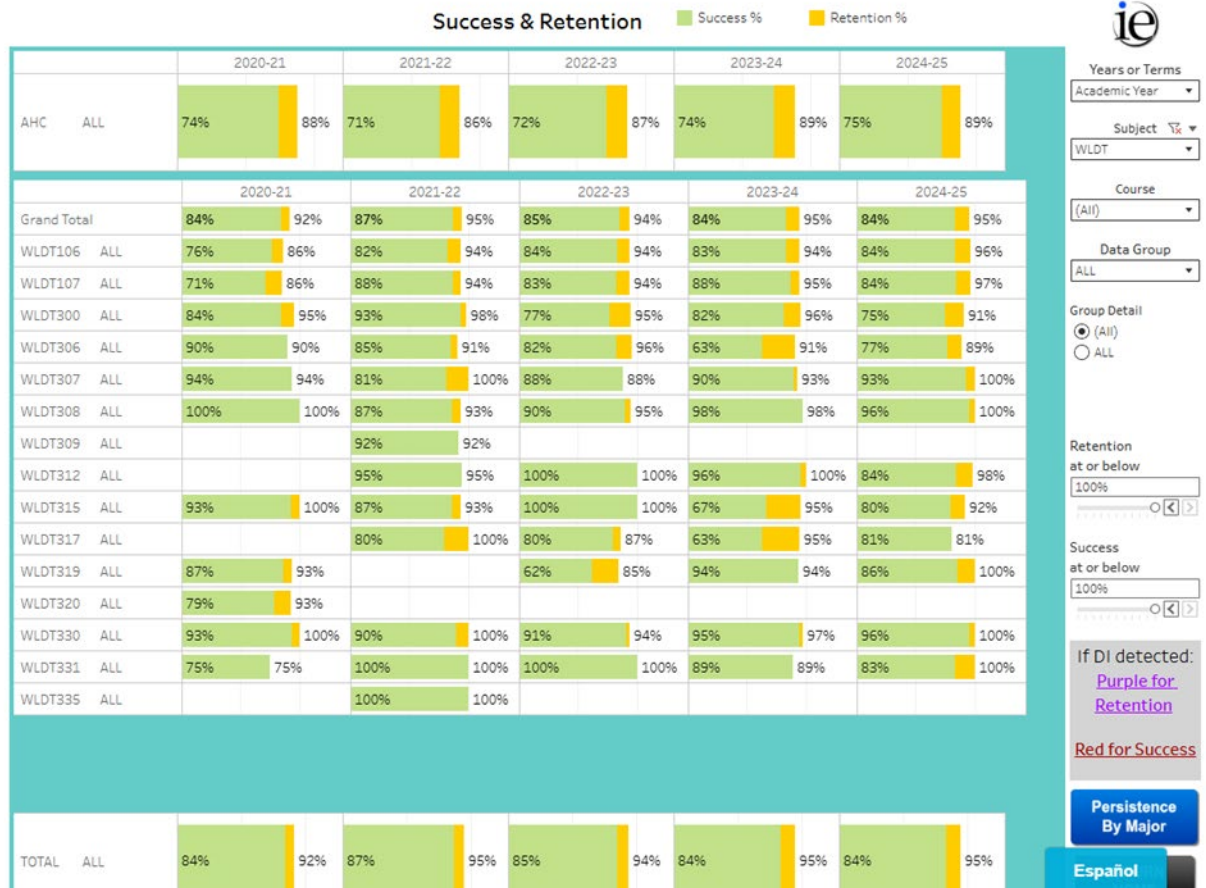
The Welding Program mission or primary function has not changed in the past year.

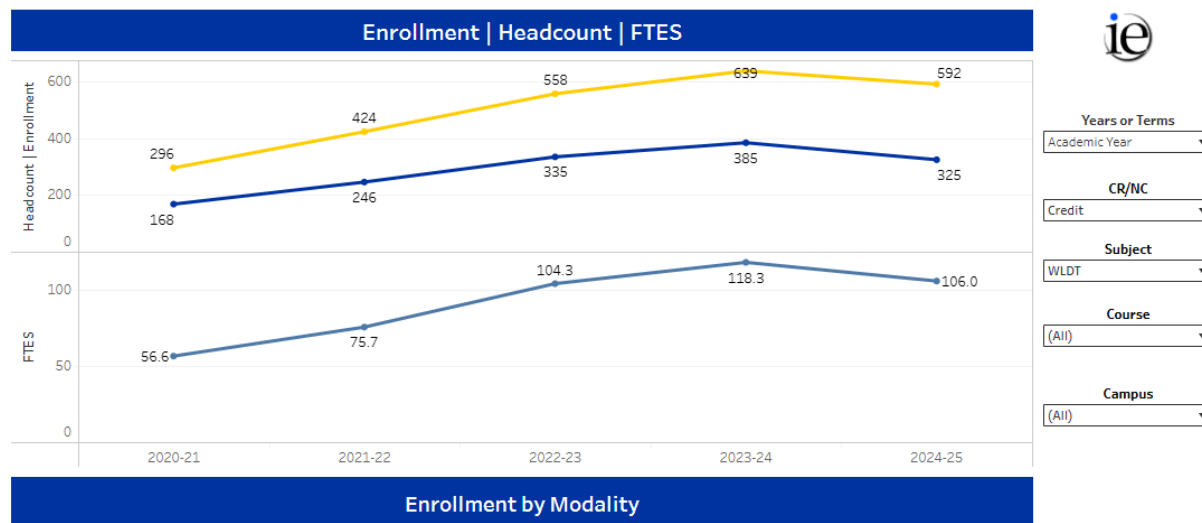
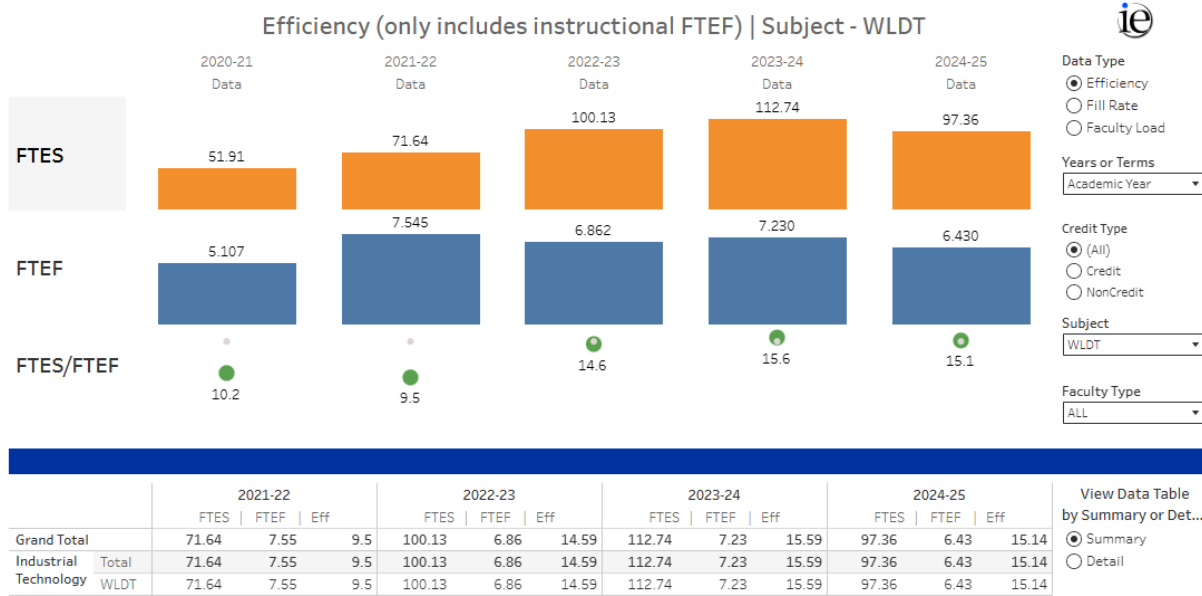
2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

Student demand continues to remain strong in the Welding program with most welding courses filling up soon after enrollment begins. The welding program faculty continue to work with the local high schools to meet the demand and offer additional courses in the summer to help nighttime students reach program completion. The chart below shows 84% success rate for students in the Welding program with a 95% retention rate for the 2024-25 academic year.

The following chart shows the FTES for the 2024-25 academic year at 97.36 which shows that the enrolment is now back to a stable consistent rate after the pandemic.

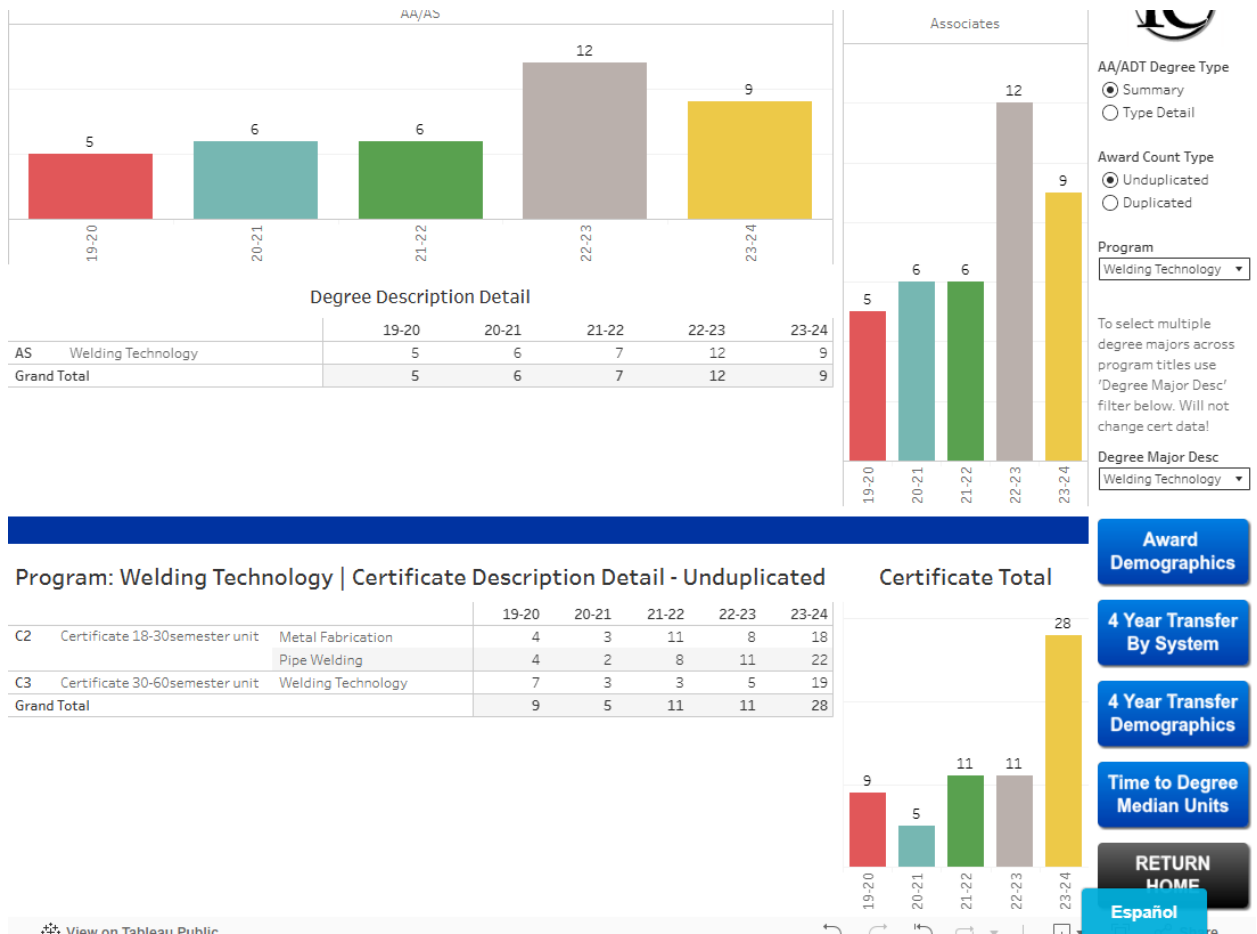
# PROGRAM REVIEW: SUCCESS, RETENTION, PERSISTENCE





3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

Yes, the two-year program map is in place. Nine Associate in Science degrees were earned in the 2023-24 school year. In addition, a combined total of 28 certificates were earned in Welding Technology, Metal Fabrication, and Pipe Welding. The welding program staff works hard to offer a consistent schedule of classes that lead to student completion. As a result of the reliable schedule offered in the welding program students are able to plan and follow a sequence of classes that lead to skill attainment, which translates to Student success in the welding program. Student success is at 84% and Student retention is at 95% for all the classes in the welding program.



4. Were there any staffing changes?

There were no staffing changes for the last year. The welding program was able to re-hire one Federal work study student.

The welding program would greatly benefit from having a part-time welding lab assistant. The challenge is that in the welding program lots of equipment and supplies are needed to teach the necessary skills taught in the welding program. Since we have classes offered in the morning, in the middle of the day and in the evening lots of the equipment is used by several students throughout the day and different supplies and materials are needed to teach the different topics in the class. Since students are learning, mistakes are made. There is a constant need for repairs and maintenance in addition to the need for having the necessary materials ready for all the different classes. Having the necessary equipment, materials and supplies in good working order is necessary for student safety and success. The welding program would greatly benefit from having a welding lab assistant that would be able to do some of the Safety maintenance to the welding equipment and also, to prepare the materials needed for the many different classes and to help maintain the welding laboratory orderly and clean.

5. What were your program successes in your area of focus last year?

Nine students in the welding program earned degrees in Welding Technology and 28 certificates were earned by students in the welding program in the 2023-24 school year. This shows strong completion rates in students in the welding program.

Several students in the welding program gained employment in the welding industry and several student in the welding program gained internships in the welding industry.

### **Learning Outcomes Assessment**

- a. Please summarize key results from this year's assessment.

Program Faculty will try to learn how to use SPOL to input data in to SPOL for assessment and is currently looking at how the college is exploring the integration of the Canvas Outcome assessment.

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

- c. Please summarize recommendations and/or accolades that were made within the program/department.

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

### **Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)**

The welding program does not currently have Distance Education courses.

a. Which courses were reviewed for regular and substantive interactions (RSI)?

b. What were some key findings regarding RSI?

- Some strengths:
  
- Some areas of possible improvement:

c. What is the plan for improvement?

### **CTE two-year review of labor market data and pre-requisite review**

a. Does the program meet documented labor market demand?

The Welding program at Allan Hancock College meets labor market demand by producing well trained students to enter into the welding industry. The below chart from the Employment Development Department State of California shows the projected demand for Welders Cutters, Solderers, and Brazers in California for 2022-2032 a total of 31,540 job openings. This means that there will be job opportunities for graduates of the welding program at Allan Hancock College.

Industries Employing

[Change Occupation](#)

Welders, Cutters, Solderers, and Brazers  
(SOC Code : 51-4121)  
in California

Use hand-welding, flame-cutting, hand soldering, or brazing equipment to weld or join metal components or to fill holes, indentations, or seams of fabricated metal products.

Employers are usually looking for candidates with Post secondary vocational training .

Occupational Wages [\[Top\]](#)

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2024	1st Qtr	\$29.43	\$23.21	\$27.90	\$32.60

[View Wages for All Areas](#) [About Wages](#)

Occupational Projections of Employment (also called "Outlook" or "Demand") [\[Top\]](#)

Area	Estimated Year-Projected Year	Employment		Employment Change		Total Job Openings
		Estimated	Projected	Number	Percent	
California	2022 - 2032	29,600	31,600	2,000	6.8	31,540

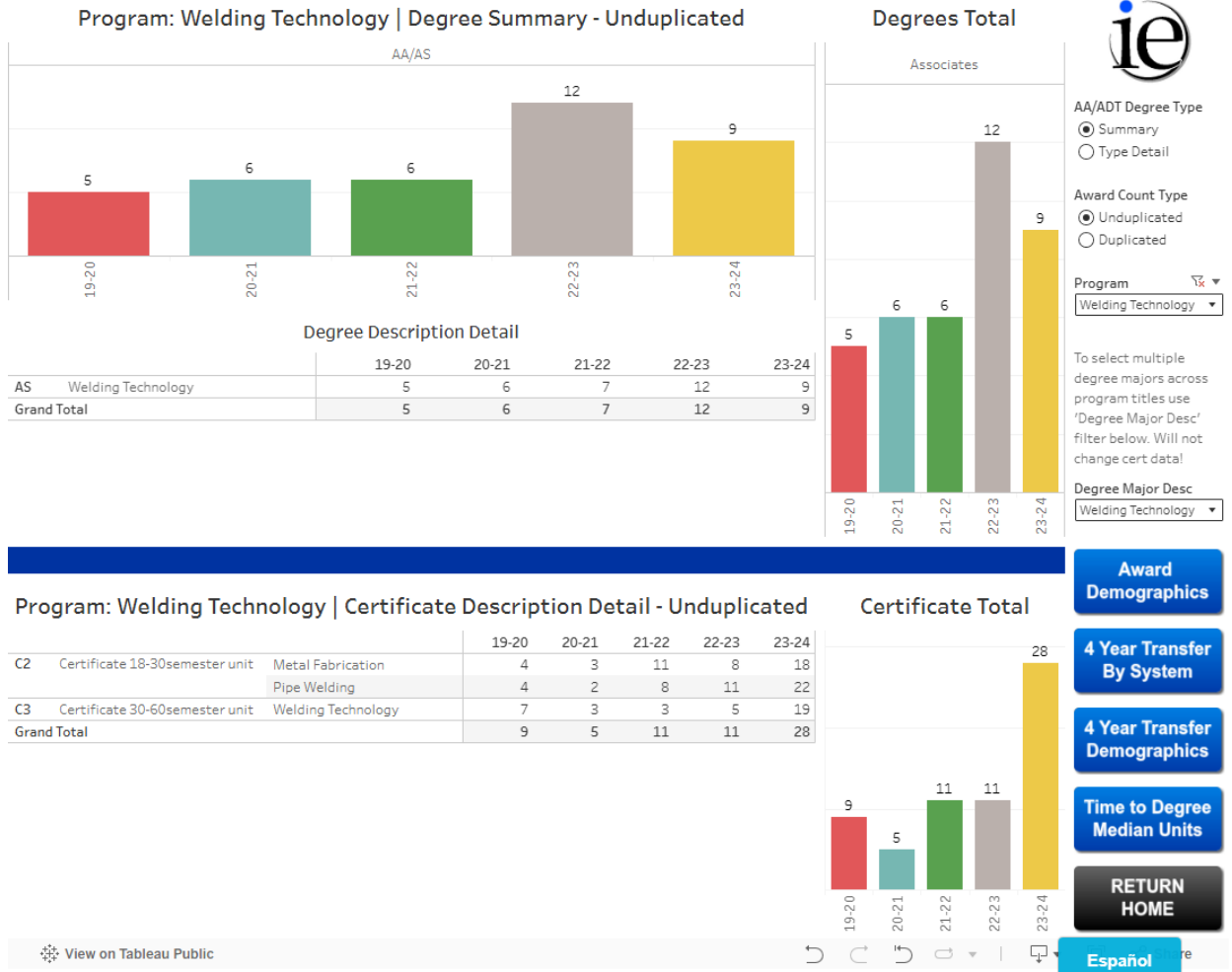
[View Projections for All Areas](#) [About Projections](#)

b. How does the program address needs that are not met by similar programs?

The welding program offers certificates in Welding Technology, Pipe Welding Technology and Metal Fabrication. In addition, we offer an Associates in Science degree in Welding Technology. The Welding Program at Allan Hancock College is diverse and offers a good selection of Welding related courses that prepare student for a wide range of employment opportunities.

Welding is important in every major industry, from farming to aerospace to construction to manufacturing. The faculty in the Welding Program come from a wide range of industries and are able to teach the necessary skills that provide the best opportunity for employment for graduates of the program.

c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.



d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

Yes, the prerequisites were reviewed.

e. Have recommendations from the previous report been addressed?

Recommendations from previous reports have been addressed.

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics. This section is only used if there are new planning initiatives and resources requested.**

**Sample:**

<b>New Program Planning Initiative (Objective) – Yearly Planning Only</b>	
<b>Title (including number):</b>	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
<b>Planning years:</b>	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
<b>Description:</b>	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i> The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705	
<input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.	
<input type="checkbox"/> Title V	

**Resource Requests:** Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Enter equipment requests below. Equipment is defined as having useful life of more than one year **AND** a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase.

### EQUIPMENT NEEDS

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ - 2	Equipment	~ /video cameras \$600 each

Ready Accessibility: Investigate 87%



**Description:**

*(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)*

**What college plans are associated with this Objective? (Please select from the list below):**

- Ed Master Plan    Student Equity Plan    Guided Pathways    AB 705/1705  
 Technology Plan    Facilities Plan    Strong Workforce    Equal Employment Opp.  
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## Area of Focus Discussion Template

### ENROLLMENT TRENDS AND EFFICIENCY

**Enrollment Trends and Efficiency** – look for areas of growth or decline, relationship to the college and similar programs, and head count (enrollment and full-time equivalents for students and full-time equivalents faculty). Sample activities include the following:

**Possible topics:**

- Review FTES, headcount and enrollment trends disaggregated by population groups.
- Assess trends in productivity.
- Review retention and success rates by modality and disaggregated by population groups.
- Analyze the throughput of students from every completion and assess time to completion and disproportionate impact.
- Collaborate with guided pathways success teams to determine if programmatic barriers exist.
- Establish program goals for success rates.

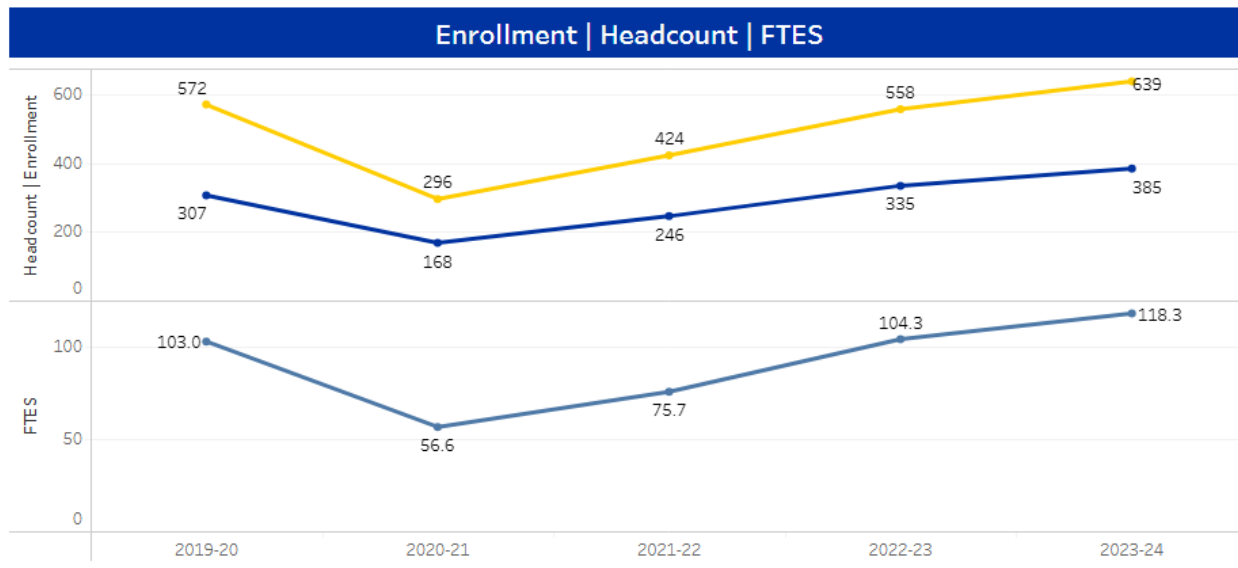
1. What data were analyzed and what were the main conclusions?

Degree Description Detail

		19-20	20-21	21-22	22-23	23-24
AS	Welding Technology	5	6	7	12	9
<b>Grand Total</b>		<b>5</b>	<b>6</b>	<b>7</b>	<b>12</b>	<b>9</b>

#### Program: Welding Technology | Certificate Description Detail - Unduplicated

			19-20	20-21	21-22	22-23	23-24
C2	Certificate 18-30semester unit	Metal Fabrication	4	3	11	8	18
		Pipe Welding	4	2	8	11	22
C3	Certificate 30-60semester unit	Welding Technology	7	3	3	5	19
<b>Grand Total</b>			<b>9</b>	<b>5</b>	<b>11</b>	<b>11</b>	<b>28</b>



Enrolment data and completion data were analyzed and it shows that the Welding Program is successful. The data shows that there is a strong demand and need for the Welding Program at Allan Hancock College. The data also show that an improvement was made in enrollment rates after the pandemic. The enrolment rates in the welding program are now more stable. The classes in the Welding Program are not normally canceled due to low enrolment. The classes in the welding program usually fill during the first few weeks of enrolment. Students in the welding program are offered a path to complete their degrees and certificates within two years. The data shows that nine students in the 2023-24 academic year earned their degrees and 28 certificates in the welding program were awarded. The data shows that students in the Welding Program are completing their degrees and certificates.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

The Welding program offers classes in the morning in the middle of the day and in the evening to serve the maximum number of students in the Welding Program. The Welding Program class offerings are consistent with block scheduling so that students in the welding program may take other courses in general education or other courses that fit the block scheduling model. The faculty in the Welding Program are passionate about helping students reach their educational goals and it has been the Welding Program faculty's goal to make the welding program accessible to as many people as possible.

One major challenge has been the inability of the Welding Program to offer some of the classes in the evening. Night time students often can't commit to a full-time load because they usually have a full-time job during the day. Several years ago, Welding Program faculty saw an opportunity to offer classes in the evening that are not normally offered in the evening. The

reason this is helpful to students who can only take classes in the evening is because it does not interfere with their regular work schedule or their normal Fall or Spring semester class load.

The reason Welding Program Faculty started making these offerings in the Summer is because evening students were asking about the schedule and they were inquiring about classes that they needed for completion and were not normally offered during the evening. The Welding Program Faculty try to keep a very consistent class offering schedule to ensure program completion to the average student in the Welding Program and to make it easier for students to keep on schedule with their educational plans. Therefore, changing classes in the Fall and Spring schedule was not a good option. Welding Program Faculty decided to take this innovative step of offering a rotation of classes that change in the summer to ensure that there is a path, which is a longer path, but will give evening students an opportunity to complete their degrees or certificates. This is helpful to evening students because often these students can only take one to two classes per semester. The small number of units a person can take and still hold down a full-time job is the reason this path would take longer than the two years.

### 3. What are your plans for change or *innovation*?

Several innovative schedule additions were tried before Welding Program Faculty found an opening in the schedule that was stable enough to serve evening students in the program. The Welding Program Faculty have been working on this for several years now and one of the things that was found out was that the regular block scheduling that works well during the Fall and Spring semester does not work well in the summer..

Another innovative action Welding Program faculty have taken is to offer a Beginning Welding course in the summer to boost enrolment in to the more advanced Welding Program courses taught in the Fall semester. The Beginning Welding course is the prerequisite for some the more advanced courses in the Welding Program. Many students take the introductory course in welding for exploration or as a requisite in another program or to save money when they transfer to a university by taking a requirement at Allan Hancock College. So, not all students who take the introductory course in welding continue with the Welding Program at Allan Hancock College. As a result, Welding Program faculty saw a need to offer an additional introductory course to make sure more advanced courses in the Fall semester do not get canceled due to low enrolment. This ensures a more stable course offering to serve students in the Welding Program better and to continue to improve completion rates.

### 4. How will you *measure* the results of your plans to determine if they are successful?

Evidence for measurable results for the innovation in scheduling is reflected in program completion rates. The welding program has good demand because it achieves in student completion and in skill attainment as evidence by graduates of the program placement in the welding industry.

**Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.**

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)  
Advisory Committee Members
  
2. Are there specific recommendations regarding the core topic responses from the validation team?

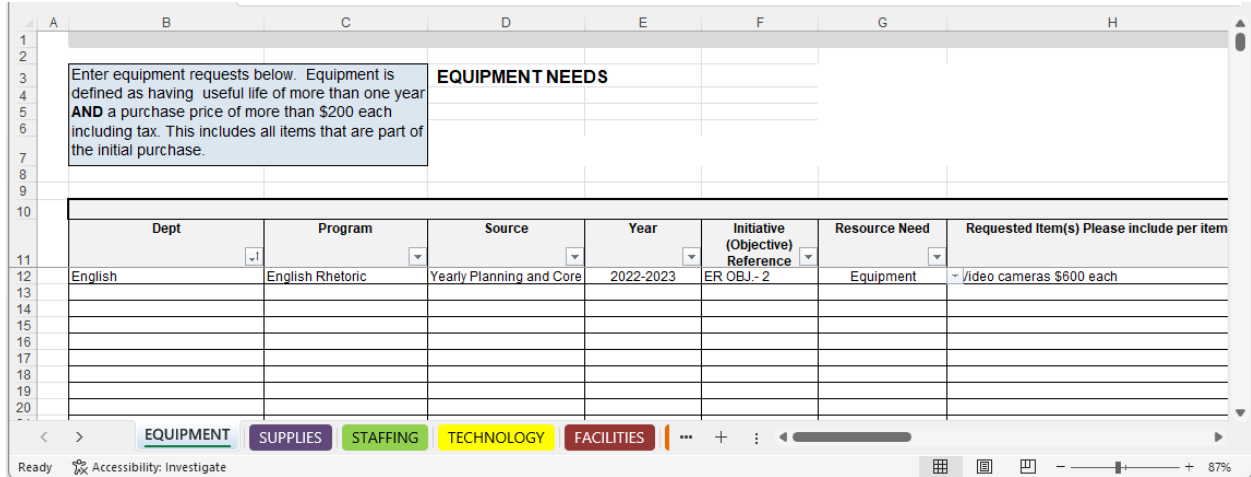
None

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

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Program Review Signature Page:

Gabriel Marquez  
Program Review Lead

05-19-2026  
Date

*Thomas Lamica*  
Program Dean

May 20, 2026  
Date

  
Vice President, Academic Affairs

Jun 15, 2026  
Date










# WLDT Program Review 2025-26\_enrollment&efficiency

Final Audit Report

2026-06-15

Created:	2026-05-20
By:	Kara Mushegan (kara.mushegan@hancockcollege.edu)
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