

**Wayne Community College
Program Review – 2024-2025**

Name of Program: Welding Technology

Section 1: Program Overview

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

The purpose of the Welding Technology Program is to prepare individuals for electrode welding and cutting processes enabling them to understand the science, technology, and applications essential for successful employment in the welding and metalworking industry.

Provide narrative for the analysis of the mission/purpose statement. *(Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.)*

The mission/purpose statement will not be revised.

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best align with your program and explain why.

- 1) **Increase Student Access:** Develop policies and practices that provide increased opportunities and remove barriers for all students to enter into, and successfully proceed through training programs or post-secondary education.
- 2) **Ensure Program Excellence:** Develop and implement effective training and academic opportunities responsive to the needs of our community and industry partners.
- 3) **Improve Student Success:** Prepare students to thrive in today's global economy by increasing the number of students leaving with workforce ready credentials, skills, and/or university transfer pathways.
- 4) **Ensure Institutional Quality:** Engage in organized, strategic, and data-informed planning to continually improve relevance and quality in all college administrative, students, and support services to ensure that the college's vision, mission and goals will be achieved.

Graduates from the Welding Technology Program will be prepared to begin work in many different types of welding positions. These available positions include: manufacturing and production welding, construction and maintenance welding, as well as welding that would require reading and interpretation of drawings and blue prints.

Associates, Diplomas, Certificates, and Pathways Offered: Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Diploma	Welding Technology Diploma (D50420)
Certificate	Welding Technology Certificate (C50420WT)
Certificate	Welding Technology-MIG Welding Certificate (C50420MG)
Certificate	Welding Technology-TIG Welding Certificate (C50420TG)
Certificate	Welding Technology-Stick Welding Certificate (C50420S)

Activities to ensure program is current (2022-23; 2023-24; 2024-25 – Academic Year, Fall, Spring, Summer)

List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
MIG Welding Certificate C50420MG & C50420MX	Fall 2024 Updated Program Sequence
TIG Welding Certificate C50420TG & C50420MX	Fall 2024 Updated Program Sequence
Stick Welding Certificate C50420S & C50420SX	Fall 2024 Updated Program Sequence
Welding Technology Certificate C50420WT & C50420WX	Fall 2024 Added Existing Course to Curriculum

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. (What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)

Updated Program Sequence to make the Welding Program more student friendly and added WLD 110 to one of the CCP certificates.

Advisory Committee: dates, summary of minutes, activities (2022-23; 2023-24; 2024-25 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2022-2023	5-4-2023	Industry Employers visited campus for an Industrial Showcase/ viewed student capstone projects
2023-2024	5-2-2024	Industry Employers visited campus for an Industrial Showcase/ viewed student capstone projects
2024-2025	5-1-2025	Industry Employers visited campus for an Industrial Showcase/ viewed student capstone projects

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?)*

Welders continue to be in high demand because of the diverse use of welding in many industries.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 45 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)

Standard: 47 #

Target: 50 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	36
2022-2023	45
2023-2024	54

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	1	2.8%	1	2.2%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	1	2.8%	0	0.0%	1	1.9%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	2.8%	1	2.2%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	3	8.3%	2	4.4%	1	1.9%
African American, Male	2	5.6%	6	13.3%	3	5.6%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	1	2.2%	0	0.0%
Caucasian, Male	21	58.3%	27	60.0%	43	79.6%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	7	19.4%	9	20.0%	7	13.0%
Two or More Races, Male	3	8.3%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	33	91.7%	43	95.6%	53	98.1%
Total	36	100.0%	45	100.0%	54	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	2	5.6%	3	6.7%	9	16.7%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	1	2.2%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	2	5.6%	4	8.9%	9	16.7%
African American, 18-24	1	2.8%	5	11.1%	1	1.9%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	17	47.2%	19	42.2%	30	55.6%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	7	19.4%	8	17.8%	6	11.1%
Two or More Races, 18-24	2	5.6%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	27	75.0%	32	71.1%	37	68.5%
African American, 25-44	2	5.6%	2	4.4%	2	3.7%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	1	2.2%	0	0.0%
Caucasian, 25-44	2	5.6%	5	11.1%	5	9.3%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	2.8%	1	2.2%	1	1.9%
Two or More Races, 25-44	1	2.8%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	6	16.7%	9	20.0%	8	14.8%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	1	2.8%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	1	2.8%	0	0.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	36	100.0%	45	100.0%	54	100.0%

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

Enrollment is increasing due to the high demand for trade-style jobs. The economy is also doing quite well. This has increased the demand for many more welding jobs over the last 2-3 years. The welding program has also tried to make a seamless schedule, benefiting the students who are getting jobs. Classes begin in the morning, and they run until early afternoon, allowing students to get to work and receive hands-on training in a real work environment.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Schedule high school tours to come through shops and classrooms	Compare numbers from previous years to see if enrollment is up.
2	Offer more continuing education classes so students can get their foot in the door	Compare numbers from previous years to see if enrollment is up.

Outcome #2: Retention**Baseline:** 65.9 % *(Average of last three years – 2021-22; 2022-23; 2023-24; program retention)***Standard:** 75 %**Target:** 80 %

Year	Program Retention Rate
Fall 2021 to Summer 2022	52.0%
Fall 2022 to Summer 2023	62.5%
Fall 2023 to Summer 2024	83.3%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Summer 2022		Fall 2022 to Summer 2023		Fall 2023 to Summer 2024	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	7.1%	1	5.0%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	1	7.1%	1	5.0%	0	0.0%
African American, Male	0	0.0%	3	15.0%	2	10.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	1	5.0%	0	0.0%
Caucasian, Male	7	50.0%	12	60.0%	14	70.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	3	21.4%	3	15.0%	4	20.0%
Two or More Races, Male	3	21.4%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	13	92.9%	19	95.0%	20	100.0%
Total	14	100.0%	20	100.0%	20	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2021 to Summer 2022		Fall 2022 to Summer 2023		Fall 2023 to Summer 2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	1	5.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	1	5.0%
African American, 18-24	0	0.0%	2	10.0%	1	5.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	6	42.9%	9	45.0%	11	55.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	3	21.4%	4	20.0%	4	20.0%
Two or More Races, 18-24	2	14.3%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	11	78.6%	15	75.0%	16	80.0%
African American, 25-44	0	0.0%	1	5.0%	1	5.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	1	5.0%	0	0.0%
Caucasian, 25-44	1	7.1%	3	15.0%	2	10.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	7.1%	0	0.0%	0	0.0%
Two or More Races, 25-44	1	7.1%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	3	21.4%	5	25.0%	3	15.0%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	0	0.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	14	100.0%	20	100.0%	20	100.0%

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

The welding program has been thriving for the past 2-3 years. Constant growth is being seen along with retaining many, to all the students we begin with. The retention data doesn't seem to be quite accurate as the results are being seen inside of the program itself. We will continue to encourage students to work hard and push through to the finish line to gain a diploma.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Help advise CCP students better	Compare numbers from previous years to see if retention increases
2	Encourage students to complete the diploma	Compare numbers from previous years to see if retention increases

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 38 # (Average of total completers for the last three years – 2022-23; 2023-24; 2024-25)**Standard:** 40 #**Target:** 42 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	33
2023-2024	40
2024-2025	42

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	2	6.1%	1	2.5%	0	0.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	1	3.0%	1	2.5%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	3	9.1%	2	5.0%	0	0.0%
African American, Male	2	6.1%	3	7.5%	2	4.8%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	1	3.0%	1	2.5%	0	0.0%
Caucasian, Male	19	57.6%	27	67.5%	33	78.6%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	6	18.2%	7	17.5%	7	16.7%
Two or More Races, Male	2	6.1%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	30	90.9%	38	95.0%	42	100.0%
Total	33	100.0%	40	100.0%	42	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	1	3.0%	1	2.5%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	1	3.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	2	6.1%	1	2.5%	0	0.0%
African American, 18-24	1	3.0%	1	2.5%	1	2.4%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	16	48.5%	23	57.5%	26	61.9%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	6	18.2%	8	20.0%	6	14.3%
Two or More Races, 18-24	2	6.1%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	25	75.8%	32	80.0%	33	78.6%
African American, 25-44	1	3.0%	2	5.0%	1	2.4%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	3.0%	1	2.5%	0	0.0%
Caucasian, 25-44	4	12.1%	3	7.5%	5	11.9%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	1	2.4%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	6	18.2%	6	15.0%	7	16.7%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	1	2.5%	2	4.8%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	1	2.5%	2	4.8%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	33	100.0%	40	100.0%	42	100.0%

Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

Completion remains very steady. As enrollment is increasing, so is completion. The demand for welders is so high in surrounding areas that students have a personal drive to complete the program, graduate, and pursue a career.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Communicate with students the importance of completing the diploma	Compare numbers from previous years to see if completers increase
2	Communicate to students, all the potential jobs we can assist them with getting, if they complete the program	Compare numbers from previous years to see if completers increase

Outcome #4: Budget FTE (Official Budget FTE by Academic Program – Across Budget FTE Semesters Dashboard; all levels)

Baseline: 53.529 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 56 #
Target: 60 #

Budget FTE Year	Budget FTE
2022-2023	49.867
2023-2024	51.305
2024-2025	59.414

All Levels

Provide narrative for analysis of program budget full-time equivalent (BFTF) *(The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.) (Based on the data, provide a narrative of your analysis of program budget FTE. Indicate factors that may have affected your budget FTE. How might you increase FTE in your program?)*

Budget FTE is increasing in the welding program. This all goes back to the long hours spent recruiting and talking with people in the community to help them understand what welding is. The more recruiting we do and the more interest we get, the higher enrollment will be. The higher the enrollment and retention, the higher the budget FTE we will continue to see.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase budget FTE in your program?)	Assessment of Action Items (How will you assess the results of action items?)
1	Schedule high school tours to come through shops and classrooms	Compare numbers from previous years to see if Budget FTE is up.
2	Utilize recruiting strategies to ensure the knowledge of welding processes	Compare numbers from previous years to see if Budget FTE is up.

Outcome #5: Career Development (COOP-Final WBL-110 Grade Rosters and WCC's Final Headcount Datasets)

According to the Office of Institutional Effectiveness, the program did not offer WBL-110 for academic years 2021-2024.

Academic Year	Enrolled	Completed
2021-2022	0	0
2022-2023	0	0
2023-2024	0	0

All Levels

WCC's Quality Enhancement Plan, addresses career development in Goal 3: "The college will implement integrated career development within their academic programs."; Action Item #3: "All CTE programs will implement a career development related Program Outcome."

Provide narrative for analysis of WBL-110 completers and report on how your program can increase or expand the focus on career development. (Based on the data, provide a narrative of your analysis of WBL completions. Indicate factors that may have affected your completions. If your program does not offer WBL-110, explain why not and how you can increase or expand the focus on career development.)

The Welding Technology program does not offer WBL-110. While WBL is a great method for teaching students career readiness, it is not always obtainable for students to embark down this avenue. Instead, we will be increasing career development skills by using the WCC Career Readiness services. We will schedule a day in the late fall and a day in the late spring when one of WCC Career coaches can come speak to our students. Along with our speaker, we will be assessing our students throughout the timeline of our first and second semester courses. The evaluation we will use is called Employability Competencies. Employability Competencies is a method that gives a written guideline of expectations that we have for our students. These guidelines will be shared with students on the first day of class as well as throughout the timeline it takes for them to complete their degree. With the Employability Competencies guideline, we have a Rubric that follows the expectations that we have given the students. A few weeks before the first and second semesters come to a close, the students will be evaluated based on this rubric. This will help us determine where the student begins and it will show how the student progressed from the first to second semester. These evaluations will be 20% of each student's final grade, in the advanced classes offered. Not only do we want to teach our students a trade. We want to teach them how to be prepared when entering the workforce. We want to mold students into great employees that will be on time, hardworking, and ready to complete the task assigned to them. We want our students to be proud that they attended Wayne Community College.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase or expand the focus on career development. i.e. presentations in classes; development of professional development modules; or other ways the program can implement the focus in their programs.)	Assessment of Action Items (How will you assess the results of action items?)
1	Utilize WCC Career Services	Create an interview process to see how students handle themselves
2	Professional development conversations	Create an interview process to see how students handle themselves

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, to include self-assessments or student licensure/certification? If so, please explain how information collected from the(se) assessments can be used to improve the program.)

Not applicable

Planning Objectives (2022-23; 2024-25 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last two planning cycles, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2022-23	1. (QTY 2) - Tig Welders 2. Band Saw to replace the outdated saw currently in use. Have had trouble getting replacement parts.	1. Welders were not approved. 2. Band Saw was not approved.
2024-25	2-Tig Welders	Based on limited funds, this objective was not approved for funding. This was not funded. This remains a funding priority and will be resubmitted for the next budget year.

What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

We are definitely in need of some new updated welders and equipment in the shop. The program has a nice, renovated area but have not really spent much on equipment in several years. We continue to increase enrollment, but we are not receiving a planning objective. We hope, moving forward, we can get some planning objectives approved to allow for a bigger student population. This will keep WCC’s welding program, top tier!

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

We will need another part-time instructor, or we need to make our 9-month welding instructor full-time 12 months. Right now, both instructors have an overload of students. By making the other instructor 12-months, we can break class sizes down and offer more classes of the same thing. This will ensure that students receive adequate instruction in a smaller setting.

Provide narrative for your program facility needs over the next three years. If the facilities are adequate, please confirm.

The facilities are wonderful but to meet increasing enrollment needs, we need more power plugs installed in our shop to allow for more welders to be set up and run.

Provide narrative for academic / student support services needs over the next three years. (Are services adequate for your program/service?)

Academic/student support services are adequate for the program.

Provide narrative for analysis of the program’s / discipline’s strengths, weaknesses, and opportunities.

Every student who has sought employment in the Welding field has been successful in finding gainful employment. Welding students leave the program with limited field experience, but local manufacturing has maintained its strength and support of the Welding Program and has offered many job opportunities to students completing courses and the program.

Review prepared and submitted by: *(Please list name(s) and titles)*

Chad Pate – Lead Instructor
Christian Dawson- Instructor

Approvals

- 1. The program/service faculty/staff conducting the Review must notify their appropriate Division Dean, Director, or AVP to let them know their Review is ready for review and feedback.
- 2. The appropriate Division Dean, Director, or AVP is asked to read the Review from the IE SharePoint directory and provide feedback and/or suggested improvements to the faculty/staff conducting the Review.
- 3. Once the Review has been reviewed by the Division Dean, Director, or AVP, it is their responsibility to contact IE to inform them that the Review is ready for IE’s review.
- 4. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel. IE will upload the Review and will send it to the appropriate Division Dean, Director, or AVP, and Vice President/Associate Vice President for their signatures.

IE Acceptance / Date:	<u>Dorothy Moore</u>	11/3/2025
Dean, Director, or AVP / Date:	<u>Steven Reese</u>	11/3/2025
Administrator Approval / Date:	<u>Dr. Ernie White</u>	11/3/2025