

**Program Outcomes Assessment Follow-Up
2022-2023 Program Outcome (PO) Year End Reporting Form**

In response to SACSCOC 8.2, *“The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results ...”*

Name of Program: Welding Technology

Outcome #1: Enrollment (unduplicated)

Action Items from Program Review:

Item #	Action Items: (Action item identified in the 2021-22 program review.)	Results / Use of Results: (Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)
1	Schedule high school tours to come through shops and classrooms. (Assessed by: Compare numbers from previous years to see if enrollment is up)	High School tours have really increased in 2022-2023 and our enrollment numbers are up for 2023-2024
2	Schedule high school visits to go and speak to specific classes. (Assessed by: Compare numbers from previous years to see if enrollment is up)	New flyers have been created for the program, with updated information to be handed out at high schools that will lead to more visits scheduled.

Baseline: 37 # (Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)

Standard: 39 #

Target: 41 #

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2019-2020	35
2020-2021	42
2021-2022	36

All Levels

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	1	2.8%
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%	1	2.4%	1	2.8%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	1	2.4%	1	2.8%
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	0	0.0%	2	4.8%	3	8.3%
African American, Male	3	8.6%	5	11.9%	2	5.6%
American Indian/Alaskan Native, Male	1	2.9%	2	4.8%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	18	51.4%	24	57.1%	21	58.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	10	28.6%	6	14.3%	7	19.4%
Two or More Races, Male	2	5.7%	2	4.8%	3	8.3%
Unknown, Male	1	2.9%	1	2.4%	0	0.0%
Male Total	35	100.0%	40	95.2%	33	91.7%
Total	35	100.0%	42	100.0%	36	100.0%

Ethnicity & Age Range	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	1	2.9%	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	5	14.3%	3	7.1%	2	5.6%
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	2.4%	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	6	17.1%	4	9.5%	2	5.6%
African American, 18-24	1	2.9%	3	7.1%	1	2.8%
American Indian/Alaskan Native, 18-24	0	0.0%	1	2.4%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	11	31.4%	19	45.2%	17	47.2%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	10	28.6%	4	9.5%	7	19.4%
Two or More Races, 18-24	1	2.9%	1	2.4%	2	5.6%
Unknown, 18-24	1	2.9%	1	2.4%	0	0.0%
18-24 Total	24	68.6%	29	69.0%	27	75.0%
African American, 25-44	1	2.9%	2	4.8%	2	5.6%
American Indian/Alaskan Native, 25-44	1	2.9%	1	2.4%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	1	2.9%	3	7.1%	2	5.6%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	2	4.8%	1	2.8%
Two or More Races, 25-44	1	2.9%	1	2.4%	1	2.8%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	4	11.4%	9	21.4%	6	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	1	2.9%	0	0.0%	1	2.8%
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	1	2.9%	0	0.0%	1	2.8%
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	35	100.0%	42	100.0%	36	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.)*

Based on the above data, enrolment decreased slightly. Some factors leading to this data may have been economic changes and Covid-19 changes. I'd like to continue having tours in our facilities so potential students can see the vast opportunities that WCC has to offer.

2023-2025 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	Follow up with local companies to find the needs and demands of their operations.	Once students get jobs, we will follow up with employers. We will verify that we are equipping them with the needed knowledge and skills.

Outcome #2: Retention**Action Items from Program Review:**

Item #	Action Items: <i>(Action item identified in the 2021-22 program review.)</i>	Results / Use of Results: <i>(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)</i>
1	Help advise CCP students better (Assessed by: Compare numbers from previous years to see if retention increases)	We continue talking with CCP students daily. By properly advising these students, we can give them a huge head start. This gives a higher completion rate for students seeking a Welding Technology Diploma.
2	Encourage students to complete the diploma (Assessed by: Compare numbers from previous years to see if retention increases)	By walking alongside the students, we can give them the knowledge and importance of having a diploma. The numbers continue increasing for our completion rate.

Baseline: 70.9 % *(Average of last three years – 2018-19; 2019-20; 2020-21; program retention)*
Standard: 74 %
Target: 76 %

Fall to Fall	Retention Rate
Fall 2019 to Fall 2020	76.9%
Fall 2020 to Fall 2021	54.8%
Fall 2021 to Fall 2022	52.0%

All Levels

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender	Fall 2019 to Fall 2020		Fall 2020 to Fall 2021		Fall 2021 to Fall 2022	
	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%	1	5.9%	0	0.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	1	7.1%
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	0	0.0%	1	5.9%	1	7.1%
African American, Male	0	0.0%	1	5.9%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	1	5.9%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	12	60.0%	9	52.9%	7	50.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	7	35.0%	3	17.6%	3	21.4%
Two or More Races, Male	1	5.0%	1	5.9%	3	21.4%
Unknown, Male	0	0.0%	1	5.9%	0	0.0%
Male Total	20	100.0%	16	94.1%	13	92.9%
Total	20	100.0%	17	100.0%	14	100.0%

Ethnicity & Age Range	Fall 2019 to Fall 2020		Fall 2020 to Fall 2021		Fall 2021 to Fall 2022	
	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	3	15.0%	0	0.0%	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	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	3	15.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	0	0.0%	0	0.0%
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	8	40.0%	9	52.9%	6	42.9%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	7	35.0%	3	17.6%	3	21.4%
Two or More Races, 18-24	1	5.0%	1	5.9%	2	14.3%
Unknown, 18-24	0	0.0%	1	5.9%	0	0.0%
18-24 Total	16	80.0%	14	82.4%	11	78.6%
African American, 25-44	0	0.0%	1	5.9%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	1	5.9%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	0	0.0%	1	5.9%	1	7.1%
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	7.1%
Two or More Races, 25-44	0	0.0%	0	0.0%	1	7.1%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	0	0.0%	3	17.6%	3	21.4%
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	5.0%	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	1	5.0%	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	20	100.0%	17	100.0%	14	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 retention rates our welding program offers are phenomenal. This is due to schedule changes and course layout. By seamlessly working out our student's schedule, they are able to focus in and accomplish their goals in a timely manner.

2023-2025 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	We will continue to work our students schedules out seamlessly, making it flow, and ensuring their needs are met.	Follow up with students, make sure their needs are met, and make sure the completion rate continues to increase.

Outcome #3: Completers (unduplicated by highest level of attainment)**Action Items from Program Review:**

Item #	Action Items: <i>(Action item identified in the 2021-22 program review.)</i>	Results / Use of Results: <i>(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)</i>
1	Communicate with students the importance of completing the diploma (Assessed by: Compare numbers from previous years to see if retention increases)	The action of sitting down with a student, making sure they have the knowledge and understanding needed, has been successful. This is something we will continue to strongly encourage. Not every student wants a diploma, but our goal is to make sure they understand what we have to offer.

Baseline: 26 # *(Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)*

Standard: 28 #

Target: 30 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2020-2021	30
2021-2022	25
2022-2023	33

All Levels

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2020-2021		2021-2022		2022-2023	
	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	1	3.3%	1	4.0%	2	6.1%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	1	4.0%	1	3.0%
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	3.3%	2	8.0%	3	9.1%
African American, Male	2	6.7%	1	4.0%	2	6.1%
American Indian/Alaskan Native, Male	1	3.3%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	1	3.0%
Caucasian, Male	16	53.3%	14	56.0%	19	57.6%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	8	26.7%	5	20.0%	6	18.2%
Two or More Races, Male	2	6.7%	3	12.0%	2	6.1%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	29	96.7%	23	92.0%	30	90.9%
Total	30	100.0%	25	100.0%	33	100.0%

Ethnicity & Age Range Table	2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%
African American, Under the age of 18	1	3.3%	1	4.0%	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	3.0%
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	3.3%	0	0.0%	1	3.0%
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	6.7%	1	4.0%	2	6.1%
African American, 18-24	0	0.0%	0	0.0%	1	3.0%
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	15	50.0%	12	48.0%	16	48.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	7	23.3%	5	20.0%	6	18.2%
Two or More Races, 18-24	1	3.3%	2	8.0%	2	6.1%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	23	76.7%	19	76.0%	25	75.8%
African American, 25-44	1	3.3%	0	0.0%	1	3.0%
American Indian/Alaskan Native, 25-44	1	3.3%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	1	3.0%
Caucasian, 25-44	2	6.7%	3	12.0%	4	12.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	1	4.0%	0	0.0%
Two or More Races, 25-44	1	3.3%	1	4.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	5	16.7%	5	20.0%	6	18.2%
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	30	100.0%	25	100.0%	33	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?)*

The welding program continues to have a high completion rate. We always have factors such as job conflicts and possible emergency situations causing students to not finish. What makes our program so successful is that fact that we walk beside our students. As our students are continuing through our program, we constantly check in with them, making sure they are receiving what they like. Ultimately if we are not meeting our students' needs, why would they want to continue our program or any program for that matter? This is why our upmost goal is to make sure students are getting what they want and need.

2023-2025 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 retention increases.
2	Help advise CCP students better (Assessed by: Compare numbers from previous years to see if retention increases)	Compare numbers from previous years to see if retention increases.

Approvals

- Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Outcome Assessment when completed by the responsible program/service personnel.
- Using DocuSign (electronic signature), appropriate Department Chair, Division Dean, Director, and/or AVP is asked to read and approve the Program/Service Outcome Assessment.

IE Acceptance / Date: Dorothy Moore 11/20/2023

Department Chair, Dean, Director, and/or AVP / Date: Steven Reese 11/20/2023