

Substantive Change Proposal:
Addition of New Welding Facilities

Taft College
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A student tests his skill using a new inert gas wire feed welding machine

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Substantive Change Proposal: Addition of New Welding Facilities

A. *A concise description of the proposed change and the reasons for it*

1. *A clear and concise description of the change*

Taft College's welding program was inadequate to meet the needs of the community served by the college primarily due to substandard facilities; there were insufficient welding stations, equipment was dated and not suited for the types of welding required by the program, and the facility in which the courses were taught was not well suited for that purpose. Consequently, the program was suspended as of May, 2012, until new facilities could be acquired. In the spring of 2015, new off-campus facilities that were deemed adequate for the purposes of the welding program were identified and [leased for three years \(01\)](#) and the welding courses within the program were resumed. The new facility is located approximately 4.2 miles from the main campus, has 14 welding stations, can accommodate 20 students, has sufficient parking spaces, and contains a variety of modern, safe equipment. The courses are taught by qualified instructors with the assistance of a helper.

The Taft College Industrial Technology Education Center, home of the new welding facilities, is located at [809 Black Gold Court, Taft CA 93268 \(02\)](#), 4.2 miles from the parking lot of the Taft College main campus.



Taft College Industrial Technology Education Center

2. ***Evidence of a clear relationship to the institution's stated mission***

Taft College's [current mission statement \(03\)](#) is as follows:

Taft College is committed to creating a community of learners by enriching the lives of all students we serve through career technical education, transfer programs, foundational programs, and student support services. Taft College provides an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals.

In addition, two of the nine institutional values associated with the College's Mission Statement are as follows:

- Students and their success
- A partnership of students, faculty, support services, and community

Meeting the needs of the community served by the College via career Technical Education is a primary component of the Mission Statement and, indeed, of all California Community Colleges. Likewise, the very first value of the Taft College Mission Statement is "students and their success." Because [welding is a relatively high paying in-demand occupation \(04\)](#) of the community served by the College, it is important that Taft College responds to this need by not only offering a welding program, but one aimed at the unique demands of the [oilfield and agricultural industries that are two of the leading employers in Kern County \(04\)](#).

3. ***Discussion of the rationale for the change including but not limited to labor market analysis***

Several labor market analyses were conducted or commissioned by Taft College that demonstrate the need for generalized and specialized welding skills by a trained workforce. In addition, input by advisory groups indicated the need for welding skills used within the oilfield and agricultural industries. In April of 2009, a [program review report for Taft College's Applied Technologies Division \(05\)](#), in which the Career Technology Education programs are nested, identified the need for consolidating stand-alone welding courses into a welding program. This report contains the supporting rationale including enrollment trends, degrees and certificates awarded, course success rates, labor market information for the State of California and Kern County, curriculum, and welding program proposals. Recommendations for facilities, equipment, resources, technology, and advisory committee input are included in the report as well as recommendations for student support services, faculty/staff development, and an outline of next steps. Subsequently, the welding program was created from existing courses; a "Step One" narrative was submitted to Susan Clifford at ACCJC, who in turned [indicated on August 16th, 2012 that no substantive change proposal was required \(06\)](#) because the "new" welding program was merely a repackaging of existing courses; consequently, the welding program became official. The [Welding Program program review report from June 2012 \(07\)](#)

indicated that there were 64 enrollments in all welding courses in spring 2012 with high course success rates and 11 students declared welding as a major. The data also showed that withdrawal rates from the first course in the sequence, Welding 1500, were also high probably due to students unable to pay the \$50 materials fee. However, despite the near occupancy enrollments, the program was placed on hiatus due to inadequate facilities until new facilities could be located; no new enrollments were accepted until spring of 2015, at which time welding courses were once again offered in the new facility.

Evidence

- | | |
|---|--|
| 01 Welding Facilities Lease | 05 Spring 2009 Welding Program Review Report |
| 02 Location of Welding Facilities | 06 Susan Clifford Memo |
| 03 Taft College Mission Statement | 07 2012 Welding Program Review Report |
| 04 Department of Labor Kern County Report | |



Aerial view of the Taft College Industrial Technology Education Center taken from Google Maps on Monday, August 29, 2016

B. *A description of the program to be offered if the substantive change involves a new educational program, or change in delivery mode*

The Welding Technology program is designed to provide comprehensive occupational training in common types of welding methods as related to today's welding industries. Although the program itself is not new, the facilities are. The welding program provides students with manipulative skills and technical knowledge required to perform in a variety of entry to mid-level welding careers in manufacturing, petroleum, fabrication, and other occupational fields. The courses and training prepare students to take the necessary code tests required in several occupational fields for employment. The welding technology program offers five certificate options and an associate in science degree:

- Locally Approved Certificate in Welding Assistant/Helper
- Locally Approved Certificate in Gas Metal Arc and Flux Core Arc Welding
- Locally Approved Certificate in Gas Tungsten Arc Welding
- Certificate of Achievement in Structural Code Welding
- Certificate of Achievement in Pipe Code Welding
- Associate of Science Degree in Welding Technology

The specific courses for each of the listed certificates are shown in Appendix A: Welding Technology Program Course Requirements.

1. *The educational purposes of the change are clear and appropriate*

The educational purposes of the Welding Technology Program are straightforward in that the program is designed to instill in students specific welding skills that are needed by local industries, primarily petroleum but also agricultural and other industries. These purposes are appropriate as they are designed specifically with meeting the needs of local industry as identified by an advisory committee but are also transferable to any other industries where welding skills are needed.

Additionally, the educational purposes of the Welding Technology Program are reflected in the program learning outcomes (student learning outcomes at the program level) specified for all of the certificates and degree within the Welding Technology Program. The program learning outcomes are listed on page 150 of the [Taft College Catalog of Courses \(08\)](#) and are reproduced here.

Welding Technology Program Learning Outcomes

After completing the Welding Technology degree, a student will be able to:

1. Demonstrate proper safety practices when working in a welding environment.
2. Demonstrate technical welding skills and knowledge sufficient to meet industry standards and perform various welding projects.
3. Apply various hand, measuring, and layout tools to weld projects.
4. Apply skills in reading and applied mathematics as related to welding.
5. Demonstrate work attributes that contribute to personal success and contribute to the goals of an organization for which one is or will be employed.
6. Pass industry code testing certifications required for employment based upon area of interest.

The Welding Technology Program Learning Outcomes were developed by the appropriate Career Technical Education faculty within the Math and Sciences Division and the CTE Coordinator in conjunction with the Taft College Student Learning Outcomes Coordinator and reflect the needs and priorities of the Program: (1) safety; (2) demonstrable skills that meet industry standards; (3) appropriate use of various tools of the trade; (4) appropriate reading and math skills; (5) “team player” skills; and (6) industry code certification.

2. *The proposed program meets Eligibility Requirements, Accreditation Standards, and Commission policies (together Commission’s Standards) related to student learning programs and services and resources*

The Welding Technology Program is a fully integrated and developed program and meets all ACCJC Eligibility Requirements, standards, and policies the same as all other certificate and degree programs at Taft College. Consequently, a brief overview of how the welding program meets the accreditation standards is given in Section G of this report, and the verbiage from the relevant Eligibility Requirements portion of the [Taft College’s 2015 Self Evaluation Report \(09\)](#) is included as Appendix B.

Evidence

08 [Taft College Catalog of Courses](#)

09 [Taft College’s 2015 Self Evaluation Report](#)

C. A description of the planning process which led to the request for the change

1. The change's relationship to the institution's planning, evaluation, and stated mission

Taft College utilizes multiple layers of planning for all of its programs. The first layer of planning occurs at the program level where all programs participate in an annual program review process that identifies short term (one to five year) needs for personnel (faculty and classified), technology, facilities, or other required resources to operate the program effectively. These short term evaluations look at how effective the program is at meeting the [program's mission statement \(10\)](#). Each annual program review concludes with a set of recommendations or goals to be implemented in the following one to five years.

The second layer of planning occurs periodically as the need arises or every three to six years and involves a comprehensive "environmental scan" of the college's service area and populations served by the College. This more comprehensive internal and external evaluation addresses such issues as occupational trends, service area demographics, service area participation rates, the alignment of courses within the program to meet industry expectations, evaluation of career paths and code test standards, development of the program, outreach and marketing efforts, student success and associated factors, instructor evaluations, student services including weekend and off-campus services, and job placement and internship opportunities.

A third level of planning at the institution level culminates with the development of an [educational master plan \(11\)](#) and associated [strategic action plan \(12\)](#) to implement the recommendations of the educational master plan. The recommendations of the educational master plan are at a broader, higher level and may not be program specific but, if the educational master planning efforts do identify specific program recommendations, these recommendations will be implemented at the program level.

Additionally, input from advisory committees and accreditation evaluations are taken into consideration during all levels of evaluation and planning.

For the purposes of this substantive change proposal, the [need for better facilities was identified as early as 2009 \(05\)](#). In addition, other identified needs included tracking student success within the welding program, formalizing student assessment, implement a job placement program, implement an internship program, align all courses with industry needs, develop student pathways through the program, provide resources to non-English speakers, include students on advisory committees, more professional development activities for faculty, and hire full-time instructors as opposed to adjunct professors. With the hiring of a new CTE Director in March of 2016, the welding program has once again started an annual program review for the 2016-2017 academic year to identify needs, among other things, and continue the cycle of continuous quality improvement.

2. *The assessment of needs and resources which has taken place*

As indicated earlier, a comprehensive assessment of needs was conducted in 2009 with later assessments conducted annually. Many of the recommendations were met. However, the primary recommendation of acquiring new suitable facilities was not met until more recently.

3. *The anticipated effect of the proposed change on the institution*

The most important effect of the new welding facilities is of course to prepare students for a career as a welder by offering the required welding courses taught by qualified instructors in safe facilities with modern equipment. Students can enhance their skills by taking one or two classes, earn a certificate, earn an associate degree, and take advantage of the numerous student services such as finding an internship or placement into the industry.

4. *A clear statement of the intended benefits that will result from the change*

Consistent with its mission to provide education and skill attainment to meet the needs of the community served by the College, Taft College offers five welding certificates and one welding degree. All courses in the program are taught by qualified industry experts in safe, accessible facilities using state-of-the-art modern equipment. Students who graduate with a certificate or degree in welding can expect to obtain employment in a high demand and high paying field with opportunity for advancement.



Welding booths with ventilation hoods and multiuse inert gas welders in the new welding facility

5. *A description of the preparation and planning process for the change, i.e., when will the change go into effect*

Taft College's new welding facilities were opened for enrollment in spring, 2015. Since then, additional equipment has been added. A complete description of the equipment is included in section D6.

D. *Evidence that the institution has analyzed and provided for adequate human, physical, technology, and financial resources and processes necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality, including:*

1. *Adequate and accessible student support services: enumerate services as detailed as possible; provide non-password required electronic links where available*

Extensive student support services are available to all Career Technical Education students, including students in the welding program. Among those services, the following are included:

- Work Experience
- Internships
- Career Counseling
- Job Placement Opportunities
- Events presented at the welding facilities

Taft College employs a full-time [Career Technical Education Counselor \(13\)](#) who is available to the welding program students. The CTE Counselor [makes regular appearances at the welding facilities \(14\)](#) to ensure specific program-related information is available to them and to ensure that students are aware of all available student services.

2. *Sufficient and qualified faculty, management, and support staffing*

As of fall 2016 (academic year 2016-2017), Taft College's welding program employs [two qualified adjunct welding instructors for a total of 13 hours \(15\)](#). All Taft College Instructors must meet minimum qualifications and undergo the normal screening and interviewing process. Support staff include a [full-time Bilingual Instructional Aide/Technician \(16\)](#) who among other things assists instructors in presenting class lectures and laboratory instructions in Spanish with reference to welding processes and procedures and assists with translating written and oral information from English to Spanish and Spanish to English as needed, a [full-time Integrated Technology Support Technician \(17\)](#) who assists with production of multimedia curriculum, website support for the CTE programs, and enrollment data, and a [full-time Administrative Clerk \(18\)](#) who performs a variety of receptionist duties, specialized clerical and administrative tasks in support of Instruction and CTE disciplines and welding facilities.

3. Professional development for faculty and staff to effect and sustain the change

Professional development activities are available to all faculty and staff each year during the spring inservice meeting. [Memos of upcoming professional development activities \(19\)](#) are sent out via e-mail and information is posted on the [Faculty Resources webpage \(20\)](#) by the Office of Instruction. At the end of each inservice professional development activity, an evaluation is conducted by the Human Resources Office to collect information on how the activities could be improved. The evaluation information is used by the Professional Development Committee to identify and conduct the activities at the next inservice meeting.

4. Appropriate equipment and facilities, including adequate control over any off-campus site

The new facilities consist of two buildings and parking lot located at 809 Black Gold Court, Taft, California, 93268. The lot on which the buildings are located is about 15,300 square feet. The main building is 4,800 square feet and a secondary building is 900 square feet. Photos and an aerial view of the facilities are included throughout this report.

The welding program currently has at least 34 welding machines, many of which are recently purchased. In addition, there is a portable plasma cutter, a cold cut saw, shear/punch/notcher, bench top belt sanders, drill presses, a coordinate-drive tracing system, electrode dry rod ovens, various bench grinders, manual pipe bevelers, and 14 multi-purpose welding booths. All welding booths are fitted with fume extraction systems. All equipment for the welding program was identified for purchase by the Advisory Committee in conjunction with input from the instructors, CTE Coordinator, and Vice President of Instructional Services.

5. Sustainable fiscal resources including the initial and long-term amount and sources of funding for the proposed change and an analysis of fiscal impact on the institution's budget

In the 2015-2016 academic year, the welding program was supported by two different grants, CCPT2 (\$152,000) and CTE Enhancement Local (\$90,144), for a combined total of \$242,144 allocated for program enhancement and curriculum development. The majority of the expenditure was used for one-time purchases of a ventilation system and support contracts for curriculum development. The [fiscal impact of the new welding facilities \(21\)](#) on the institution's budget is minimal given the \$41.2 million annual operating budget of the College.

6. A comparative analysis of the budget, enrollment, and resources; identify new or reallocated funds

A breakdown of the expenditures mentioned above is shown in the tables below. The College utilized \$88,156.25 dollars of the allotted \$90,144 local funds, and \$1,987.75 was rolled over to 2016-2017 for travel activities associated CTE Enhancement Grant requirements. In regards to the CCPT2 funds, \$66,358.73 dollars of the allotted \$152,000 were spent for support staffing,

instructional supplies and material along with capital purchases for some welding machines and installation of the ventilation system. The remaining \$80,588.41 was rolled over to academic year 2016-2017. The budget for the welding program, although relatively expensive on a per FTES basis, can be easily absorbed by the District given the projected enrollments for the program and ongoing CTE funding. As mentioned previously, the issue with the welding program was due to inadequate facilities, not a lack of funding.

Table Showing Breakdown of CTE Enhancement Funds for Welding Program

Item	Amount
Inst Supplies & Materials	\$ 16,574.89
Inst Supplies & Materials	
Institutional Dues/Membership	
Contracts	\$ 9,205.69
Employee Travel	
Food - Meetings	
Printing/Duplicating Service	\$ 595.50
Computer Technology & Equipment	
Other Equipment over \$5,000	\$ 61,780.17
Total	\$ 88,156.25

Table Showing Breakdown of CCPT2 Funds for Welding Program

Item	Amount
Full Benefits Employees	\$ 13,105.77
Workers Comp	
Noninstructional	\$ 1,299.33
OASDI Noninstructional	\$ 1,002.59
Medicare	
Noninstructional	\$ 6.57
Noninstructional	\$ 143.31
Inst Supplies & Materials	\$ 2,885.34
Non-Inst Supplies & Materials	
Employee Travel	\$ 29.00
Printing/Duplicating Service	
Computer Technology & Equipment	
Other Equipment over \$5,000	\$ 47,886.82
Total	\$ 66,358.73

7. *A plan for monitoring achievement of the desired outcomes of the proposed change*

Like all instructional programs at Taft College, the welding program makes use of [various indicators of student success \(22\)](#). Among these are course and program enrollment trends, course success rates, course withdrawal rates, student retention rates, and student certificate and degree attainment rates. This information is provided to every program annually at the start of the academic year for use in their annual program reviews. More extensive data are available on demand and can be broken down by any student demographic variables requested by the instructor, division chair, administrator, or counselor. All programs at Taft College are required to review their student success data annually and to develop appropriate plans on how to improve their student success, if appropriate.

8. *Evaluation and assessment of student learning outcomes, achievement, retention, and completion*

All instructional programs at Taft College, including the welding program, have course student learning outcomes and program-level student learning outcomes. The current Taft College welding program course-level and program-level student learning outcomes are shown in Appendix C.

The student learning outcomes are assessed by the instructors annually, entered into eLumen (Taft College's SLO repository and reporting database), and utilized in the program's annual program review process. Because the welding program has recently started again, the program is currently collecting SLO data and will analyze the data as part of the current (2016-2017) cycle of annual program review. The last assessment of student learning outcomes for the welding program took place in fall of 2012, just after the program was suspended, when several course-level SLOs were measured within the Welding 1500 course. The SLOs were revised and are scheduled to be assessed during the 2016-2017 academic year.

Enrollments

Enrollments in the welding program obviously diminished during the time the program was on hiatus, after fall 2011 and prior to spring 2015. Students in the program at the time the program was suspended were advised on how to complete the program by taking courses at Bakersfield College. Those students who did not require welding-specific courses were given the option of completing their program at Taft College. As shown in the following table, enrollments began in summer 2015 prior to the opening of the new facilities, and there were 14 enrollments as of spring 2016.

Course	Sec	M	Academic Year											
			2012/13			2013/14			2014/15			2015/16		
			Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr
WELD1020	20	LL											12	
WELD1040	20	LL						15						14
WELD1500	20	LL										14		
WELD1500	21	LL					20							
WELD1560	20	Lec											11	

Course Success Rates

Course success rates for the welding courses are shown in the following table. Taft College has implemented an innovative program review system that identifies low-performing courses and directs program leads and division chairs to further investigate those courses. In this case, the low-performing course is identified in yellow. As part of its annual program review process, the welding program will respond to these data by providing a possible cause of the performance and set goals in the upcoming semester to improve the course success rate.

Course	Academic Year							
	Course Counts				Course Success Rates			
	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
WELD1010				14				100.0
WELD1020				11				100.0
WELD1040		12		14		91.7		64.3
WELD1500		12		14		100		100.0
WELD1560				10				100.0

Majors

As shown in the "Majors" table below, the number of students self-identifying as a welding major has increased dramatically since the new welding facilities have opened. As of the close of the 2015-2016 academic year, there were 31 students with welding as a major. This number is expected to increase in the current year.

Major	Major Description	Academic Year			
		2012/13	2013/14	2014/15	2015/16
AS-WELD	Welding	12	13	5	25
CA-WPIP	Pipe Code Welding				2
CA-WSTR	Structural Welding				2
CC-WAHE	Welding Assistant/Helper			1	1
CC-WMET	Gas Metal ARC & Flux Core Weld			1	1
CC-WTUN	Gas Tungsten ARC Welding			1	
Total		12	13	8	31

As students go through their program, they will be systematically monitored for retention, persistence, and certificate/degree completion rates as part of the annual program review process. In addition, because the welding program makes use of grant funds, there are additional reporting requirements where measures of student success are mandated. Taft College is currently developing a student success monitoring system specifically for CTE students

using the Cognos Business Intelligence software package. It is expected that this monitoring system will be in use by spring 2017.

Evidence

- | | | | |
|----|--|----|--|
| 10 | Welding Program Mission Statement | 16 | Instructional Aid Job Description |
| 11 | Taft College Educational Master Plan | 17 | Tech Support Job Description |
| 12 | Taft College Strategic Action Plan | 18 | Administrative Clerk Job Description |
| 05 | Spring 2009 Welding Program Review | 19 | PD Activities Memo |
| 13 | CTE Counselor Job Description | 20 | Faculty Resources Webpage |
| 14 | "Ask a Counselor" Flyer | 21 | Welding Expenditures Spreadsheet |
| 15 | Faculty Assignment Sheets | 22 | Program Review Resources Webpage |



The classroom can accommodate up to 14 students

E. Evidence that the institution has received all necessary internal or external approvals, including:

1. A clear statement of what faculty, administrative, governing board, or regulatory agency approvals are needed, and evidence that they have been obtained

Because the welding program was only suspended temporarily as opposed to being terminated permanently, no regulatory agency or other approvals were required with the exception of fiscal agent approvals for the grant funding, which require capital expenditures to be approved prior to purchases. [Several requests were approved in spring, 2016, by the California Department of Education \(23\)](#) (Note: other requests are available).

2. Legal requirements have been met

As indicated in the above paragraph, all legal requirements have been met. The facilities were inspected by the Kern County Fire Department and [all of their findings were addressed \(24\)](#).

3. Governing board action to approve the change and any budget detail supporting the change

No action was required by the West Kern Community College District Board of Trustees in regards to the welding program because the program was temporarily suspended until new facilities could be located; as indicated earlier, the program was not permanently terminated. The [Board of Trustees approved the contract \(25\)](#) for the lease of the facilities on October 17, 2014.

Early in the spring 2016 semester, the Kern County Fire Department performed a safety inspection of the Black Gold Court facilities and pointed out several things that needed to be corrected:

- Replace ceiling tiles in the classroom
- Exit signs above exterior doors
- Replace the Handicap sign in the driveway
- Remove gray cable hanging down above chalkboard in the classroom
- Patch the holes in the wall in the office by the bathroom
- Change filters in the AC units in both the office and the classroom
- Purchase Grainger wet/dry shop vacuum
- Repair broken sprinkler heads
- Space fire extinguishers at most 30 feet apart
- Clear all dry brush from property
- Update the small storage shed attached to rear of building

Based on the results of this inspection, all of the listed changes were completed by the Taft College Maintenance and Operations department by May 14, 2016. Currently, there are five ABC type fire extinguishers in the facility: one in the office, one in the classroom, and three in the shop area. All are inspected regularly and are up-to-date.

F. Evidence that each Eligibility Requirement (ERs) will be fulfilled specifically related to the change

1. All ERs must be addressed, and requirements that are particularly impacted by the change should be addressed in detail.

Appendix B presents the Eligibility Requirements and Commission Policies. Because compliance with the Eligibility Requirements and Commission Policies is not program specific but applies to the institution as a whole, the Requirements and Policies apply to all programs at Taft College. Where specificity to the welding program helps clarify, a brief description of how the program is relevant is given. The content of Appendix B is taken from Taft College's Self Evaluation Report for its September/October 2015 accreditation site visit.

Evidence

23 [Kern Capital Outlay Request](#)

25 [Board Minutes October 2014](#)

24 [Maintenance Punchlist](#)



An instructor demonstrates the use of an industrial cutting torch

G. Evidence that each Accreditation Standard will be fulfilled specifically related to the change and that all relevant Commission policies are addressed

- 1. All Accreditation Standards must be addressed, and those that are particularly impacted by the change should be addressed in detail. There should be a description of the process for monitoring and evaluating the effectiveness and learning outcomes expected through the proposed change.**

Commission Policies

Descriptions of how Taft College complies with Commission Policies are included in the appendices of this report.

Accreditation Standards

Taft College strives to comply with all accreditation standards, all of the time. The Strategic Planning Committee, as a [component of its charter \(26\)](#), continuously monitors compliance with accreditation standards and makes adjustments as necessary to ensure the school not only remains in compliance with the standards but exceeds the standards where possible. This report and the [other substantive change reports submitted recently \(27\)](#) to the Commission were all facilitated by members of the Strategic Planning Committee.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

- A. *Mission*
- B. *Assuring Academic Quality and Institutional Effectiveness*
- C. *Institutional Integrity*

As is true of all instructional and non-instructional programs at Taft College, the welding program [has its own mission statement \(07\)](#) that is reviewed annually during the program review and planning process; the program mission statement is intended to nest under the [College's Mission Statement \(03\)](#) and serves as a foundation for evaluating the effectiveness of the program.

The welding program's current mission is as follows:

The welding program is designed to provide comprehensive occupational training in common types of welding methods as related to today's welding industries. This program will provide students with manipulative skills and technical knowledge required to perform in a variety of entry-to-mid level welding careers in manufacturing, petroleum, fabrication, and others. The courses and training will prepare students to take the necessary code tests required in several occupational fields for employment. The welding technology program offers five certificate options and an associate of science degree.

The welding program mission statement was reviewed when the new CTE Director was filled in March, 2016. The welding program mission statement did not require modification. During the annual program review and planning process, all instructional programs review among other things course success rates and student learning outcomes for courses within that program. The welding program also has three Program Learning Outcomes (PLOs), shown in the April 2009 program review report. Low performing courses are identified and programs, as part of the program review process, develop interventions and set goals for the program which are then reviewed the following year. Because the welding program was suspended recently while new facilities were located, the current cycle of annual program review will be the first since Taft College implemented annual program review several years ago. Prior to the implementation of the annual program review process, the welding program underwent several cycles of program review.

Academic quality is assured in the welding program via a variety of methods. As mentioned earlier, the welding program undergoes program review annually and evaluates among other things its course success rates and student learning outcomes. Student pass rates on code tests are monitored to ensure that the College is providing adequate knowledge and imparting sufficient skills to pass the tests. All instructors must meet minimum industry standards as well as instructor minimum qualifications, and oftentimes the instructors far exceed the minimum standards and qualifications; Instructors and courses are reviewed by both peers and students. In addition, there is an advisory committee that periodically reviews curriculum, facilities, equipment and other aspects of the program.

Institutional integrity is addressed thoroughly in [Taft College's 2015 Self Evaluation Report \(09\)](#); all staff within all programs at Taft College adheres to strict ethical and behavior guidelines that are provided to employees when they are first hired.

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

The population served by Taft College probably has more welders per capita than any other area of the state due to the prevalence of oil field and agricultural occupations requiring welding skills. It is not at all unusual to see a dozen or more welding trucks in a row from a variety of oil rig servicing companies and agricultural businesses driving down Taft Highway at 6:00 a.m. in the morning. Consequently, as Taft College's mission is to meet the needs of the community served by the College, a comprehensive welding program offering training in a variety of welding methods and equipment types is essential for the good of the region. Taft Colleges offers five certificates and one associate of science degree in welding. Classes can be taken in introductory welding (welding processes), gas metal arc, flex core arc, gas tungsten arc, pipe code welding, gas shielded arc, structural code welding, blueprint reading, career readiness, and industrial safety.

[Library \(28\)](#) and learning support activities are available to all Taft College students, and as pointed out elsewhere in this report, information on these services is made available to students in the welding program via several methods.

All student support services available to Taft College students are also made available to students in the welding program. Students receive information via e-mail and also via printed materials available in the welding facility. Counselors give presentations describing available services to students at the facility on a regular basis.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

As mentioned elsewhere in this report, human, physical, technological, and financial resources for the welding program are under the administration of the Vice President of Instructional Services and the Director of Career Technical Education. Advice and recommendations as to what constitutes from an Advisory Committee, program faculty and qualified consultants are taken into consideration prior to making decisions.

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

As issues of leadership and governance throughout the organization are universal to all programs, the section of Taft College's 2015 Accreditation Self Evaluation Report addressing Standard IV: Leadership and Governance pertain to the welding program as well. It should be noted that Taft College, in the October 2015 [Visiting Site Team Report \(29\)](#), did not receive any recommendations in regards to this standard and, in fact, received several commendations.

Evidence

- | | | | |
|----|--|----|--|
| 26 | Strategic Planning Committee Charter | 09 | 2015 Self Evaluation Report |
| 27 | Other Substantive Change Reports | 28 | Taft College Library |
| 07 | Welding Program Mission Statement | 29 | October 2015 Visiting Site Team Report |
| 03 | Taft College Mission Statement | | |

Appendix A

Welding Program Degree and Certificate Requirements

2016-2017 Taft College Catalog
Fields of Study

WELDING TECHNOLOGY

DESCRIPTION

The program is designed to provide comprehensive occupational training in common types of welding methods as related to today's welding industries. This program will provide students with manipulative skills and technical knowledge required to perform in a variety of entry to mid-level welding careers in manufacturing, petroleum, fabrication, and others. The courses and training will prepare students to take the necessary code tests required in several occupational fields for employment. The welding technology program offers five certificate options and an associate in science degree.

PROGRAM LEARNING OUTCOMES

After completing the Welding Technology degree, a student will be able to:

1. Demonstrate proper safety practices when working in a welding environment.
2. Demonstrate technical welding skills and knowledge sufficient to meet industry standards and perform various welding projects.
3. Apply various hand, measuring, and layout tools to weld projects.
4. Apply skills in reading and applied mathematics as related to welding.
5. Demonstrate work attributes that contribute to personal success and contribute to the goals of an organization for which one is or will be employed.
6. Pass industry code testing certifications required for employment based upon area of interest.

WELDING TECHNOLOGY: ASSOCIATE IN SCIENCE

To earn an Associate in Science Degree in Welding Technology, students must complete: (1) all welding technology course requirements with a minimum grade of "C" in each course; and (2) General Education Graduation Requirements with an overall GPA of 2.0.

Required courses	Units
WELD 1500 Welding Processes	3
WELD 1010 Gas Metal Arc Welding and Flux Core Arc Welding	3
WELD 1020 Gas Tungsten Arc Welding	3
WELD 1030 Pipe Code Welding	3
WELD 1040 Shielded Metal Arc Welding	3
WELD 1560 Blueprint Reading	3
INTC 1100 Industrial Technology Capstone	3
Total	21

CERTIFICATE OF ACHIEVEMENT: STRUCTURAL CODE WELDING

Required Courses	Units
WELD 1500 Welding Processes	3
WELD 1040 Shielded Metal Arc Welding	3
WELD 1560 Blueprint Reading	3
INTC 1000 Career Readiness in Industrial Technology	3
Total	12

CERTIFICATE OF ACHIEVEMENT: PIPE CODE WELDING

Required Courses	Units
WELD 1500 Welding Processes	3
WELD 1040 Shielded Metal Arc Welding	3
WELD 1030 Pipe Code Welding	3
INTC 1000 Career Readiness in Industrial Technology	3
Total	12

CERTIFICATE IN GAS TUNGSTEN ARC WELDING (Locally Approved Certificate)

Required Courses	Units
WELD 1500 Welding Processes	3
WELD 1020 Gas Tungsten Arc Welding	3
INTC 1000 Career Readiness in Industrial Technology	3
Total	9

CERTIFICATE IN GAS METAL ARC and FLUX CORE ARC WELDING (Locally Approved Certificate)

Required Courses	Units
WELD 1500 Welding Processes	3
WELD 1010 Gas Metal Arc Welding and Flux Core Arc Welding	3
INTC 1000 Career Readiness in Industrial Technology	3
Total	9

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Welding Program Degree and Certificate Requirements (Continued)

2016-2017 Taft College Catalog

Fields of Study

Welding Technology (cont.)

CERTIFICATE IN WELDING ASSISTANT/HELPER (Locally Approved Certificate)

Required Courses			Units
WELD	1500	Welding Processes	3
INTC	1000	Career Readiness in Industrial Technology	3
Total			6

CAREER OPTIONS/PATHWAYS

*Possible career types/employment opportunities	Median Hourly Rate, CA	Annual Job Openings, CA
Welders, Cutters, Solderers, and Brazers	\$18.84	770
Fabricator	\$13.13	570
Sheet Metal Worker	\$26.28	480

*Some career options may require additional training and/or education.

Source: www.labormarketinfo.edd.ca.gov. Labor Market Information, State of California Employment Development Department, California Occupational Guides, 2012, on the Internet at <http://www.labormarketinfo.edd.ca.gov/ocguides/Search.aspx> (visited February 27, 2015)

For additional career resources, please visit:

<http://www.bls.gov/ooh/>; <http://www.Mynextmove.org>; <http://www.onetonline.org>

TRANSFER

This is a terminal degree as it is not a transferrable degree. However, certain courses may be transferrable to other colleges and universities.

CERTIFICATION/LICENSES

There are various welding certifications. To find out more about welding and related certifications, contact the American Welding Society at 550 N.W. LeJeune Road, Miami, Florida 33126, phone (800) 443-9353/(305) 443-9353, www.aws.org.

Appendix B

Eligibility Requirements and Commission Policies

The Eligibility Requirements listed below apply to all programs at Taft College, including the welding program described in this proposal. The following list of Eligibility Requirements is therefore copied directly from Taft College's 2015 Accreditation Self Evaluation Report.

1. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Taft College has been continuously accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. A statement regarding accreditation is included on the inside front cover of the 2015-2016 Taft College catalog.

2. Operational Status

The institution is operational, with students actively pursuing its degree programs.

Taft College has operated continuously since 1922. Students engage in transfer preparation as well as degree and/or certificate attainment. The College offers a comprehensive range of associate degrees, transfer degrees, certificates, basic skills courses, and career and technical programs to meet the needs of both students and the community it serves.

3. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Degree and certificate options at Taft College are designed to meet students' diverse goals. The College offers 47 degrees, of which 12 are California State University (CSU) Transfer Degrees including the Associate of Arts-Transfer Degree (AA-T) and the Associate of Science-Transfer Degree (AS-T), as well as 26 certificates of achievement and 22 locally approved certificates. The College schedules degree and program course offerings in a pattern that allows students to meet their educational goals in a timely fashion.

4. *Chief Executive Officer*

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Mr. Brock McMurray, Interim Superintendent/President of the WKCCD, oversees Taft College's broad strategic directions and executive responsibilities for administering Board policies and procedures. Mr. McMurray is responsible to the Board for the effective leadership of the District and the administration of board policy. Board Policy 3100 states the Superintendent/President is responsible for establishing and documenting the organizational structure. The organizational chart of Taft College is subject to review by the Board.

5. *Financial Accountability*

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

As a community college district and public entity, the WKCCD is required to have an annual audit of financial statements. The District contracts with an independent audit firm to conduct the annual audit. The District makes each final audit report available to the public with all other annual reports.

A typical annual financial audit consists of the following:

1. Pre-audit conference between the Executive Vice President of Administrative Services, the Director of Fiscal Services, and the independent audit firm
2. Interim fieldwork consisting of compliance elements and internal control testing
3. Year-end fieldwork consisting of drafting the District's financial statements and testing the balance sheet accounts
4. Receipt and review of the independent audit firm's report
5. Acceptance of the independent audit firm's report by the Board of Trustees and submission to the State of California and the California Community College Chancellor's Office

The certified audit report is sent to the appropriate oversight agencies as required. Annual audit reports, Futuris Public Entity Investment Trust statements, and Proposition 30 Disclosure statements are available online at the College website.

6. *Mission*

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1 and I.A.4)

The mission of Taft College can be found in the College catalog, the Educational Master Plan and related planning documents including the Strategic Action Plan, Technology Master Plan, Facilities Master Plan, and the Governance Guide. In fall 2014, Taft College engaged in a campus-wide process to develop a new mission, vision, and values statement. The WKCCD Board of Trustees approved the revised mission statement through a first and second reading process in December 2014 and January 2015: "Taft College is committed to creating a community of learners by enriching the lives of all students we serve through Career Technical Education, transfer programs, foundational programs and student support services. Taft College provides an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals."

The Taft College Mission Statement defines the institution's commitment to achieving student learning and is appropriate to a degree granting institution of higher education and the constituency it seeks to serve.

7. *Governing Board*

The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

A five-member Board of Trustees comprises the governance body of the WKCCD Board of Trustees. The Board holds open, public meetings monthly. Minutes and agendas are published in online and paper formats well in advance of each meeting. Trustee biographies, board minutes and agendas, and board policies and administrative procedures are accessible on the WKCCD website. The Board is an independent policy-making body which has established a conflict of interest policy and adheres to it.

8. *Administrative Capacity*

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. (Standard III.A.9 and III.A.10)

Taft College has sufficient staffing in the administrative and classified management ranks to ensure that the College mission is carried out. To qualify for employment within the District, all managers and educational administrators must meet or exceed minimum qualifications. The College employs five educational administrators, and 25 classified management/classified confidential employees to support the mission of the College

9. *Educational Programs*

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (Standard II.A.1 and II.A.6)

The degrees and certificates offered by Taft College are congruent with its mission. The principal programs lead to an Associate of Arts (AA), Associate of Science (AS), and Associate Degree for Transfer that facilitates transfer to a university after a student completes 60 units. The College also offers degrees and certificates of achievement in many career or technical fields leading directly into employment. The College catalog and website list all degree and certificate programs, as well as program and course descriptions. Certificate programs listed in the catalog include each program's objective. Programs have identified student outcomes and are at least two academic years in length.

10. *Academic Credit*

The institution awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)

Taft College policies regarding transfer and awarding of credit are specified in the College catalog. Credit for courses is based on the "Carnegie unit," which assumes that each student earns one unit based on the completion of 18 hours of in-class and out-of-class work. Each Taft College course is of sufficient length and content to comprise its unit assignment, consistent with Title 5, section 55002.5 of the California Administrative Code.

11. *Student Learning and Student Achievement*

The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, 1.B.3, and II.A.1)

Taft College defines and publishes student outcomes for each of its programs, both in the College catalog and online. Comprehensive course-level assessment reports are posted online and are updated as programs complete their assessment cycles. SLO assessment data is also published in annual program reviews. SLOs have been developed for all courses offered within the past two years. Systematic assessments are in place no matter the mode of delivery of course offerings.

12. *General Education*

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education. (Standard II.A.12 and II.A.5)

The College has defined through its philosophy of general education (GE) the meaning of a liberal arts education. This philosophy is incorporated into all of its degree programs as a component of general education. General education has specific learning outcomes that include critical analysis, communication skills, natural sciences, arts and humanities, social and behavior sciences, as well as lifelong learning. The rigor of these courses is appropriate for higher education. BP 4025 outlines the philosophy of General Education for Taft College.

13. *Academic Freedom*

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. (Standard I.C.7)

The WKCCD is committed to the principle that institutions of higher education operate for the common good and not to further the interest of either the individual instructor or the institution as a whole. The common good depends upon the free search for truth and its free exposition. In order to assure the academic integrity of the teaching-learning process, faculty distinguish between personal conviction and professionally accepted views in a discipline, presenting data and information fairly and objectively.

The free expression of ideas is limited only by the principles of fairness, respectful expression, and careful differentiation between fact and opinion. No limitations are placed upon study, investigation, presentation, or interpretation of facts and ideas. Students have the opportunity to study controversial issues and divergent viewpoints. Academic employees are obligated to protect a student's right to freedom of inquiry, even when the conclusions of such inquiry differ from those of the employee. Taft College Board Policy 4030 on academic freedom is posted on the Taft College website. Additionally, the College catalog contains the policies and procedures regarding academic freedom.

14. *Faculty*

The institution has a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.7 and III.A.2)

As of fall 2014, Taft College employed 54 full-time faculty. Faculty members hired by Taft College meet the minimum requirements for their discipline in accordance with Education Code and Title 5 regulations as detailed in Board Policy 7120. Faculty members have a clear understanding of their responsibilities in the development, review, and assessments of curriculum as outlined in the *Faculty Handbook*.

15. *Student Support Services*

The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)

Taft College offers services that support students with learning needs and intellectual development within the context of the College's mission, regardless of location. Services are described in the College catalog, in online orientation, and in the Steps to Success brochure. Student Services have identified learning outcomes for programs with student surveys as a means of gathering data to assess opportunities for continuous improvement.

16. *Admissions*

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. (Standard II.C.6)

The adopted admissions policies are consistent with the College's mission: identifying the qualifications of students appropriate to their programs. The Taft College admission policy is located in the College catalog. Statements regarding student qualifications for admission, admission requirements for students transferring credit, international students, and high school students can also be found in the catalog. Admissions information includes residency rules, advanced placement, and acceptance in the College-Level Examination Program (CLEP).

17. *Information and Learning Support Services*

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. (Standard II.B.1 and II.B.4)

The Taft College Library provides learning resources and services to support its mission and instructional programs in various formats to meet the needs of its students. The physical and electronic library material has greatly increased over the past two years to assist students and faculty. Material selection guidelines are provided in the Library Collection Development Policy which was approved by the Board in February 2015. Holdings include 150,000 electronic books, 13,000 print books, 1,600 multi-media items, subscriptions to 30 print periodicals, and subscriptions to 45 databases providing access to thousands of magazine and journal articles. As a member of WorldCat Libraries, Taft College participates in interlibrary loan of print and electronic resources.

18. *Financial Resources*

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. (Standard III.D.1)

Taft College's funding base, financial resources, and plans for financial development are adequate to support the District mission, student learning programs and services, institutional effectiveness, and financial stability. The WKCCD Board of Trustees approves the tentative and final budgets each year. In addition to the District's funding base, the Taft College Foundation supports the District in the attainment of educational, scientific, and cultural goals and in fulfilling the District's mission.

The annual District budget serves as a financial plan for all District entities and is broadly distributed. District budgets are available on the District website. General, restricted, and categorical funds are identified in the budget development process to support instructional programs and student services. The annual budget identifies revenues, revenue sources and amounts, and detailed descriptions of budgeted revenue and expenditures by fund. In 2009-2010, the Board established an irrevocable trust to address its Other Post-Employment Benefits (OPEB) obligation. The Retirement Board of Authority, a board appointed by the WKCCD Board of Trustees, is responsible for overseeing the Futuris Public Entity Investment Trust.

19. *Institutional Planning and Evaluation*

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3)

The Taft College Governance Council, through its Strategic Planning Committee, has developed a cyclical and sustainable process that is central to integrated planning, evaluation, and resource allocation. Each program participates in an annual program review facilitated by the IAR&P Office. All administrative areas participate in the annual program review process as well.

SLOs have been identified at the course, program, and institutional levels and are assessed on a regular basis. SLO data is housed in an eLumen system for review and analysis. SLO data and student achievement data are provided to each program for inclusion in the annual program review process and form the basis for improvement planning. Resource allocation decisions reflect the goals identified through the program review process.

In addition to the planning and program review process, Taft College is guided by its Educational Master Plan. The College mission is at the center of the Educational Master Plan, which informs all other College plans. The Educational Master Plan and all other plans are available by accessing the link on the IAR&P website of the College website.

20. *Integrity in Communication with the Public*

The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following:

General Information

- *Official Name, Address(es), Telephone Number(s), and Website Address of the Institution*
- *Educational Mission*
- *Representation of accredited status with ACCJC and with programmatic accreditors, if any*
- *Course, Program, and Degree Offerings*
- *Student Learning Outcomes for Programs and Degrees*
- *Academic Calendar and Program Length*
- *Academic Freedom Statement*
- *Available Student Financial Aid*
- *Available Learning Resources*
- *Names and Degrees of Administrators and Faculty*
- *Names of Governing Board Members*

Requirements

- *Admissions*
- *Student Fees and Other Financial Obligations*
- *Degree, Certificates, Graduation and Transfer*

Major Policies Affecting Students

- *Academic Regulations, including Academic Honesty Nondiscrimination*
- *Acceptance and Transfer of Credits*
- *Transcripts*
- *Grievance and Complaint Procedures*
- *Sexual Harassment*
- *Refund of Fees*

Locations or Publications where Other Policies may be Found. (Standard I.C.2)

Catalog information is available at the Taft College website under the student link. The catalog contains all policies affecting students. Policies can also be accessed online at the District website link under About Us - Offices and Administration.

21. *Integrity in Relations with the Accrediting Commission*

The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (Standard I.C.12 and 1.C.13)

Taft College ensures that it adheres to all eligibility requirements, accreditation standards, and policies of the commission as outlined in Board Policy 3200. The District complies with requests, directives, decisions, and policies including publishing all required reports and communications from the Accrediting Commission for Community and Junior Colleges.

The Taft College catalog includes a general statement of accreditation in the President's Message, as well as a description of the College, degrees and certificate programs, and policies and procedures. The IAR&P webpage has a direct link to the college accreditation reports from 2003 to the present, and a link to the ACCJC website.

The inside front cover of the College catalog provides information about the accreditation status of Taft College, details about how to contact ACCJC, and a link to the ACCJC website.

Both the Accreditation Steering Committee and the Governance Council have affirmed, based on the Self Evaluation Report in Support of Reaffirmation of Accreditation, that Taft College continues to comply with all eligibility requirements.

Appendix C

Welding Program Student Learning Outcomes

PROGRAM LEVEL STUDENT LEARNING OUTCOMES

1. Demonstrate proper safety practices when working in a welding environment.
2. Demonstrate technical welding skills and knowledge sufficient to meet industry standards and perform various welding projects
3. Apply various hand, measuring, and layout tools to weld projects.
4. Apply skills in reading and applied mathematics as related to welding.
5. Demonstrate work attributes that contribute to personal success and contribute to the goals of an organization for which one is or will be employed.
6. Pass industry code testing certifications required for employment based upon area of interest

COURSE LEVEL STUDENT LEARNING OUTCOMES**Weld 1500 Welding Processes**

COURSE LEVEL STUDENT LEARNING OUTCOME	INSTITUTIONAL SLO ALIGNED WITH...	ASSESSMENT EXAMPLE
Demonstrate proper safety practices in a welding environment.	Discipline Content	Objective Test
Use common fabrication tools applicable to welding processes	Discipline Content	Lab Observation Performance Hands-On Task Assignment Assignment/Assessment
Exhibit a basic understanding of multiple welding processes	Discipline Content Critical and Creative Thinking	Objective Test Performance Hands-On Task Assignment Assignment/Assessment

Weld 1010 Gas Metal Arc Welding & Flux Core Arc Welding

COURSE LEVEL STUDENT LEARNING OUTCOME	INSTITUTIONAL SLO ALIGNED WITH...	ASSESSMENT EXAMPLE
Set up and operate various welding equipment.	Discipline Content	Performance Hands-On Task Assignment Assignment/Assessment

Weld 1020 Gas Tungsten Arc Welding

COURSE LEVEL STUDENT LEARNING OUTCOME	INSTITUTIONAL SLO ALIGNED WITH...	ASSESSMENT EXAMPLE
Demonstrate proper safety practices in a welding environment.	Discipline Content	Objective Test
Identify the effects of distortion including those to counter those effects.	Discipline Content Critical and Creative Thinking	Objective Test Performance Hands-On Task Assignment Assignment/Assessment
Demonstrate the setup and operation related to the Gas Tungsten Arc Welding (GTAW) process	Discipline Content	Performance Hands-On Task Assignment Assignment/Assessment

Weld 1030 Pipe Code Welding

COURSE LEVEL STUDENT LEARNING OUTCOME	INSTITUTIONAL SLO ALIGNED WITH...	ASSESSMENT EXAMPLE
Demonstrate proper safety practices in a welding environment.	Discipline Content	Objective Test
Identify various welding codes and test requirements associated with the Shielded Metal Arc Welding (SMAW) process and the pipe welding trade.	Discipline Content	Practical Hands-On Test
Interpret welding information such as weld procedure specifications, applicable codes and standards, equipment manuals and blueprints.	Discipline Content Critical and Creative Thinking	Objective Test

Weld 1040 Shielded Metal Arc Welding

COURSE LEVEL STUDENT LEARNING OUTCOME	INSTITUTIONAL SLO ALIGNED WITH...	ASSESSMENT EXAMPLE
Demonstrate proper safety practices in a welding environment.	Discipline Content	Objective Test
Demonstrate the setup and operation related to the Shielded Metal Arc Welding (SMAW) process.	Discipline Content	Objective Test Performance Hands-On Task Assignment Assignment/Assessment
Weld mild steel in a variety of positions with common welding electrodes.	Discipline Content	Performance Hands-On Task Assignment Assignment/Assessment

Weld 1050 Structural Code Welding

COURSE LEVEL STUDENT LEARNING OUTCOME	INSTITUTIONAL SLO ALIGNED WITH...	ASSESSMENT EXAMPLE
Demonstrate proper safety practices in a welding environment.	Discipline Content	Objective Test
Interpret welder certification acceptance criteria from the AWS D1.1 Structural Steel welding code.	Discipline Content Critical and Creative Thinking	Objective Test
Prepare test plates per the Prequalified Welding Procedures detailed in the code.	Discipline Content	Performance Hands-On Task Assignment Assignment/Assessment
Perform welding procedures to include vertical (3G) and overhead (4G) positions in both the Shielded Metal Arc and Flux Core Arc welding processes.	Discipline Content	Performance Hands-On Task Assignment Assignment/Assessment Practical Hands-On Test

Weld 1560 Blueprint Reading

COURSE LEVEL STUDENT LEARNING OUTCOME	INSTITUTIONAL SLO ALIGNED WITH...	ASSESSMENT EXAMPLE
Interpret blueprints and shop drawings and apply information to the physical welding project.	Discipline Content Critical and Creative Thinking	Objective Test
Demonstrate an understanding of welding blueprints, weld symbols in related projects.	Discipline Content Critical and Creative Thinking	Blueprint project design
Interpret blueprints and shop drawings and apply information to the physical welding project.	Discipline Content Critical and Creative Thinking	Objective Test



Students practice their welding skills