UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2018-2019 – Program Level

The University of Arkansas – Pulaski Technical College calls for each program (AS, AA, AAS, CP, and TC) to have an assessment plan for each academic year that includes the following:

- **Program Learning Objectives**
- **Procedures for assessing the achievement of student learning**
- **Procedures for analyzing and interpreting assessment results for the continuous improvment of the program.**

A primary goal for each instructional department's assessment is to include at least one direct measure of student learning, which is accomplished usually through the use of locally developed tests, student portfolios, capstone assessment measures, embedded assignments, or through licensure exams and standardized national tests. In addition to direct measures, most areas may also use indirect methods to assess student achievement. Graduation rates and graduation and employer surveys are frequently used as indirect indicators of student achievement.

This form presents template of questions that must, at minimum, be addressed by instructional departments when filing an assessment plan. While an electronic version of this form will be made available, instructional departments may include additional information not specifically addressed in this form as long as the template questions are addressed.

Other Assessment Considerations:

- The College expects programs/departments/divisions to make curriculum changes and budget requests based in part upon assessment findings. Assessment of student learning should be a catalyst for quality instruction and improvement across the college community.
- All programs will be asked to submit an annual assessment report to the Assessment Committee by October 10th of each year. (If October 10th falls on a weekend, please submit reports on the following Monday.)
- For technical and occupational programs, please consider the role of your advisory committee in your student learning objectives.

This form must be completed by October 10 of each academic year. Complete each part of this form. Please follow highlighted instructions.

Part A: Identification and Assessment Plan

1. Name of program: *Welding Technology*

2. Name of individual compiling report: *Zachary Walker*

3. Date of submission: *10/2/19*

4. Is the assessment plan (*Check one*)

☒ an initial plan for the program ☐ a revision of an old plan ☐ unaltered from previous year

5. Provide a brief description of the program and its purposes, to include a description of the jobs/careers for which students are being prepared.

This program, designed according to the guidelines established by the American Welding Society, includes instruction in different welding processes, joint design and various metallurgical aspects of metal composition to prepare students for the welding Industry. Many local companies hire UAPTC welding graduates to include but not limited to the following: CAT, Lexicon, Hilbilt/Hilark, Accubrand, CenterPoint Energy, Welspun and Hall tank. Many graduates have the opportunity to join local unions for plumbers and pipefitters, boiler makers, iron workers and sheet metal workers.

Part B: Student Learning Objectives, Assessment Methods, and Data Sources

In this section of the assessment plan, student learning objectives for the program will be defined. Also, assessment methods and data sources for each objective must be defined. Follow the instructions below to define and relate the program leaning objectives.

1. Complete the chart below or attach documentation of the assessment process that includes the data included below. Also attach any assessment instruments and grading rubrics used at the program level if applicable.

Program Learning Objectives	Course	Assessment Method and/or Data Source
1. *Apply safe work practices in a manner compatible with OSHA requirements and welding industry standards*	*WLD 1704 WLD 1904 WLD 1204 WLD 1103/1105*	*Safety Test*
2. *Correctly use and apply welding terminology regarding welding equipment, components, welds, and welding processes*	*WLD 1704 WLD 1904 WLD 1204 WLD 1103/1105*	*Assessed during lab exams/ daily*
3. Demonstrate safe application of the following types of welding and cutting to ferrous, alloy and non-ferrous metals that meets or exceeds industry standards for the following: 3G Vertical SMAW [WLD & WLD1204]; 3G & 4G structural Steel SMAW [WLD2110]; 3G FCAW [WLD1704 & WLD2110]; and 2F Fillet Weld FCAW to 1/16th wire [WLD1704 & WLD2110].	*WLD 1704 WLD 1904 WLD 1204 WLD 1103/1105*	*3G Welding test 4G Welding test*
4. *Interpret weld symbols and blue prints for the purpose of performing basic welding techniques*	*WLD 1704 WLD 1904 WLD 1204*	*Welding symbols workbook/test*
5. *Demonstrate Welding Procedures Specification (WPS): Welding process, amperage, filler metal specs, base metal specs, pre-heat temperatures, and position.*	*WLD 1704 WLD 1904 WLD 1204 WLD 1103/1105*	*Still working on an assessment strategy/plan*
6. *Accurately measure using the following tools: tape measure, scale, square, various weld guages*	*WLD 1704 WLD 1904 WLD 1204 WLD 1103/1105*	*Tape Measure test, use weld gauges to measure during certification test*
7. *Click here and type comments over this text.*	*Type here.*	*Click here and type comments over this text.*
8. *Click here and type comments over this text.*	*Type here.*	*Click here and type comments over this text.*
9. *Click here and type comments over this text.*	*Type here.*	*Click here and type comments over this text.*

10. Click here and type comments over this text.	Type here.	Click here and type comments over this text.

2. For each program objective, if applicable, discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).
   N/A

3. Describe the process of analyzing the assessment data for the last academic year.
   We only have data from the Spring 2019 Semester.
   Workplace safety- students take a safety test, we analyze each and every day in the lab and make sure students are following all safety and PPE requirements set forth by the school and OSHA
   Industry standards- We analyze our students by giving them practical welding exams in the lab
   Welding Certification- We use a guided bend test to test students welding test and then analyze each test in accordance with AWS D1.1 Structural welding code.

4. Complete the chart below or attach documentation of the assessment findings that includes the data included below.

Program Learning Objectives	Assessment Findings/Conclusion
1. *Workplace Safety*	*96% of students scored 80% or higher. Our goal is 75%*
2. *Industry Standards*	*All students completed their practical exam with a score of 75% or higher.*
3. *Welding Certification*	*84% of students obtained their welding certifications. Our goal was 75%*
4. *Welding Processes*	*Have not assessed yet*
5. *Click here and type comments over this text.*	*Click here and type comments over this text.*
6. *Click here and type comments over this text.*	*Click here and type comments over this text.*
7. *Click here and type comments over this text.*	*Click here and type comments over this text.*
8. *Click here and type comments over this text.*	*Click here and type comments over this text.*
9. *Click here and type comments over this text.*	*Click here and type comments over this text.*
10. *Click here and type comments over this text.*	*Click here and type comments over this text.*

5. What is the action plan for assessment for the next academic year? Explain.
   Being that we are still trying to get ahold on how everything in assessment works and also trying to realign our program to make assessment easier we will use the same action plan as last semester when assessing.

6. What changes were implemented this year based on last year's findings?
   We only have assessments starting last semester so at the moment no changes have been implemented as we hit all of our goals.

7. Please write any additional information here that you think is pertinent to the assessment process for your program that assists stakeholders (i.e. administrators and standing committees) in understanding your report.
   The welding program is 90% lab and 10% classroom. We are assessing our students every day when we are in their booths working with them one on one and giving advice as to how to make a weld better, how to troubleshoot problems within that weld joint, how to properly set up a machine etc. The key to becoming a good welder is repetition. Our students will do the same welds over and over sometimes weeks at a time until they can consistently run a bead that is up to our standards as instructors and also those standards put forward by the AWS (American Welding Society). Our classes are very much self-paced so the traditional way of assessing everyone at once doesn't really work within our program. We assess each student on any given weld joint at different times depending on the students ability.

8. What budgetary resources, if any, are needed for your program based on your assessment findings?

   The biggest issue we have in the Welding program is all but a few of our welding machines are at least 10+ years old. We have a few that are close to 20 years old. What this means is our students don't get instruction on what is actually being used in industry.