

PROGRAM REVIEW Fall 2019

Program: Welding Technology

Division: SLPC

Date: Fall 2019

Writer: Scott Miner, welding faculty

SLO/SAO Point-Person: Scott Miner, welding faculty

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

Section One: Program Snapshot

- A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

The welding technology program at LPC caters to a diverse group of students interested in hands-on skills training and knowledge. Generally three groups of students take welding courses. The first group is what we call explorers. These are the people that have some interest in welding but have never had an opportunity or the time to take a welding class and find out what it is about. The second group is what we call the hobbyist. These are students that have some kind a hobby or some kind of external activity that requires them to learn how to weld to further this hobby or activity. The third and most important group are the folks that are taking classes to further their career or enhance your current financial status. The students come to take the class to either begin a career in welding or manufacturing, expand upon a career they currently have and see opportunity for advancement and pay increases, or the student That is currently employed in a career path that is not their first choice or is not desirable to them at all. Sometimes the students can be the most motivated because they see a bright light at the end of the employment tunnel they currently find themselves in.

Regardless of why the student finds themselves in our classroom or laboratory everything we do in our courses is modeled after or governed by internationally recognized codes, standards, specifications, rules and regulations. The bodies that govern these codes include the American Welding Society (AWS), American Society for Mechanical Engineers (ASME), and the American Petroleum Institute (API). Beyond those regulations, the safety in our courses is taught around the principals of the Occupational Safety and Health Administration, also known as OSHA. Because of the wide array of safety, material, technology, knowledge as well as hands on skills using sophisticated industry ready equipment, there is more science in a welding class than in most science classes.

Our department teaches in two different modalities, lecture and hands-on skills based labs.

Our department offers courses that lead to a welding technology degree or certificate.

Our department offers courses to help students complete general education requirements.

Our department offers support courses that lead to other departments degrees and certificates.

Our department offers the most challenging and rewarding career path that a student may choose to follow on the LPC campus.

Our modern lives as we know it would not exist without welding technology and the people that do it. From the shoes on your feet, to the car that takes you places, to our public infrastructure and the tools we use for national defense, welding technology is an integral part of all of this and so much more. We cannot dive to the bottom of the deepest ocean, travel three times the speed of sound, build bridges that span canyons and waterways, produce energy, process toxic chemicals and radioactive materials, transport the nations economy on trucks trains or ships, or provide the tools our active service military use to keep us safe..... without welding. You can't do these things with a hammer and nails, a block of concrete, or some plastic pipe.

Our department has great pride and a sense of accomplishment for the 40 years we have been sending industry ready students into the workplace to provide the needed skills and labor force necessary to keep our state and nation's economy, as well as security, moving in a positive direction. This work must be done with honor, pride, and quality, and in return the student gains an unparalleled sense of accomplishment and financial rewards.

- B. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

IR Data packets are available here: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

Student headcount and student enrollment has declined in recent years peaking in 2016. The robust economy and record unemployment levels have decreased the number of students currently taking classes.

Student demographics around age and gender remain relatively constant with an uptick in female student in the 2018 year over the previous two prior years.

Student demographics around race and ethnicity remain constant with little change in the period.

Student enrollment statistics show a decrease in continuing student and an increase in concurrent enrollment students. The decrease in continuing student speaks to the strong demand in the workforce for entry-level labor. Students that may have been challenged in the past to gain employment appear to have many options open to them now and employers are willing to take on less skilled people than in the past. The increase in current enrolled student is a direct result of the very first depart to offer summer camp at LPC. Welding technology has offered to summer camp program for the last five summers for 25 high school students to spend two weeks during the summer in the welding lab doing hands-on training and building their own barbecue smoker.

Student unit loads remain consistent over time.

Our program currently offers no distance education courses but whatever data has been generated regarding welding remains consistent.

With respect to the educational goals, the students choosing to transfer is where the most notable decrease has occurred. There's a strong chance that students are starting to understand that there are great careers where they can earn six figures and you don't have to get a four year degree.

The educational level of students in our program varies widely. We may have a concurrent enrollment student sitting in the welding booth next to a retired person from a local lab that has a PhD or advanced degree. It is this great diversity of the welding student body that makes teaching these courses rewarding and challenging for instructors.

With respect to grade performance data most of our students complete the course with a passing grade.

We get to meet learn talk to and understand our students better than many departments on campus due to the fact that the work we do is highly focused on one on one interaction with faculty and students. This close interaction allows us to learn a lot about a student and help them with their personal struggles inside and out of class and gives the sense of family to all students that take our courses. I believe that this interface between faculty and students helps drive student success. We generally have a very low withdrawal rate as opposed to other GE or required courses. Students take welding classes because they get something out of it personally and they have a stronger sense of pride and determination to finish with a passing grade. We always tell students to let us know what's going on because sometimes life gets in the way of school or our classes.

In the area of enrollment management our weekly student contact hours and full-time equivalent students have remained relatively consistent. In the last couple years we have offered a couple of new classes that have not filled up as much as our normal class might have. This has caused a dip in productivity of what has consistently been a highly productive department based on one faculty full time member and restrictions of only 24 students allowed in the lab courses. The full rate data for 2018 in prior years supports this.

English and math proficiency appear to be consistent within the department as well as the data for campus-wide.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	LPC Planning Priorities	X Services to Students
X	Course Offerings	X	Financial/Budgetary	LPC Collaborations	SLO/SAO Process

	Curriculum Committee Items	X	Human Resources	X	Pedagogy	X	Student Equity
X	External Factors	X	Learning Support		Professional Development	X	Technology Use

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

Additional data review will be found in the CTE section.							
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D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

Planning for a new building facility.

Work has begun on this in conjunction with the district and the hired architect. Our current facility is more than 40 years old and we look forward to having a new modern updated facility. When this occurs we will be some of the last programs teaching inside of original campus buildings.

Continuing to offer summer camp for high school students.

The welding summer camp has become a highly sought after class for students to pursue during their summer while away from their high school. Every summer we host 25 students representing the five high schools in the Tri Valley area. Students from Livermore, Granada, Dublin, Amador, as well as Foothill high school attend. This effort is bringing concurrent enrollment as well as local high school graduates into the program.

Maintain safe workspace.

Safety is a goal that we constantly have on our mind and must maintain. Cost of not doing this if an accident were to occur is unmeasurable. Safety training of students is key to this. Safety is a keystone of our course and program SLO work.

Offer courses in machine tool technology.

This has been something desired by many people in the community since the faculty member was a student in the early 1980's. The school invested in equipment and the instructor invested significant amount of personal time to make this happen. The course will be offered for the second time in spring of 2020, but based upon the feedback from students from the first time it was taught the course was very valuable in their eyes and those of industry in the local community.

Begin work on a manufacturing technology certificate.

Work has begun in a development effort to bring about a new manufacturing-based skill certificate for future students. The certificate will combine a triad of important manufacturing topics, welding, machining and fabrication. The work to complete this will occur in the 2019/2020 academic year.

Mark an X before each area that is addressed in your response.

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	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
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E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

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Maintain safe workspace.

Work around safety never ends. If you ever think the shop or lab is 100% safe, we have only fooled ourselves. Safety is a goal that we constantly have on our mind and must maintain. Cost of not doing this if a accident were to occur is unmeasurable. Safety training of students is key to this. Safety is a keystone of our course and program SLO work.

Planning for a new building facility.

Work has begun on this in conjunction with the district and the hired architect. Our current facility is more than 40 years old and we look forward to having a new modern updated facility. When this occurs we will be some of the last programs teaching inside of original campus buildings.

Replace outdated equipment.

This is an ongoing effort to weed out old or unsafe equipment and replace it with new modern industry ready tools.

Obtain a laser thermal cutting system to replace the 40 year old oxy fuel system.

Our current system is 40 years old and doesn't function like anything currently in industry. Replacement or repair parts are impossible to obtain and obsolete.

Obtain manual turning equipment to augment our CNC capable machines.

The current lab does not allow us to install more than one additional lathe in the space that we have. To diversify the equipment we have as well as increase exposure to students manual lathe is needed.

Increase the amount of equipment that we have that support our machine tools.

This would include storage and another small pieces of equipment or tools he needed to increase the functionality of our machine shop area. This appears to be one of our growth areas going forward.

Increase engagement with local industry and partners.

The college has or is planning to hire some outreach specialist that hopefully will increase engagement with local industry. Faculty does not have the time with teaching loads to do this sufficiently and adequately to tap into all of the local places that we might partner with. The CTE program manager has advocated for these positions and they appear as though they will be invaluable going forward into the future. Our college is known in the community for their transfer work but much less so in the area of career technical education and alternative pathways to employment that don't include transfers. Larger and more frequent advisory board meetings would be desirable.

Partner with a local union to provide apprenticeship training.

In conjunction with the district office and contract education it appears as though we may be the site for future shop ironworker union apprenticeship training. While this may stress our current system at the outset we believe there will be beneficial factors with this partnership that will make this a win win partnership for both LPC welding technology learned ironworker apprentices. There may be some growing pains that might accompany this effort, but with proper communication and discussion resolution of problems or issues will be resolved.

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F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

We need to maintain a shop that has industry ready tools and equipment that operate in a safe manner. These tools must be maintained to obtain safety and operational success. This has constantly been an area of improvement. While there has been incremental increases there is much work still to be done in this area by administrators and staff. Trying to eliminate distractions of staff members responsible for these activities is the biggest challenge to provide ongoing maintenance of shop equipment. The supplies in our department primarily shielding gas continues to increase in prices overtime. Department has done a good job in past years to lead the effort on campus with respect to materials fees that cover the tangible items that still need me take with them. Shielding gas unfortunately does not fall into this category it is a necessary expense of running a welding program. Changing dynamics and consolidation within the welding gas suppliers has also made keeping costs down challenging at times. The metals that we use in our program for student learning are also a commodity traded in the industrial market place. Tariffs, trade restrictions and supply problems have also put the pressure on these costs. In welding we frequently need to connect things that we see you're reading the news with dynamics that exist on the shop floor.

While this may not be the view many faculty members have, running a welding department is very similar to running a small business. We must take into account raw material costs, overhead costs, labor of staff members, Rules and regulations imposed by the college, Equipment restraints including maintaining, installing and repairing that equipment, under the constant cloud of safety, all while maintaining output of well educated students that meet industry needs and expectations. The product of our small welding business is educated students. A department that offers lecture only classes is infinitely a simpler effort.

The current system for assigning release time, bears no reasoning.

Who gets what appears to be guided by favoritism, friendships and unwritten rules.

The system proposed in the new 3 year contract, especially the set asides for certain faculty positions, defies logic and only devalues the important work done in welding, auto and many other programs that also are burdened with rules and regulations. Challenges will ensue when those with little or no release time are asked to perform the same or more work than those blessed with earmarks in the pages of the new contract.

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G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

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Increase engagement with local industry and partners.

The college has or is planning to hire some out reach specialist that hopefully will increase engagement with local industry. Faculty does not have the time with teaching loads to do this sufficiently and adequately to tap into all of the local places that we might partner with. The CTE program manager has advocated for these positions and they appear as though they will be invaluable going forward into the future. Our college is known in the community for their transfer work but much less so in the area of career technical education and alternative pathways to employment that don't include transfers. Larger and more frequent advisory board meetings would be desirable.

Partner with a local union to provide apprenticeship training.

In conjunction with the district office and contract education it appears as though we may be the site for future shop ironworker union apprenticeship training. While this may stress our current system at the outset we believe there will be beneficial factors with this partnership that will make this a win win partnership for both LPC welding technology learned ironworker apprentices. There may be some growing pains that might accompany this effort, but with proper communication and discussion resolution of problems or issues will be resolved.

Large empty rectangular area for response.

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X	External Factors	X	Learning Support	X	Professional Development	X	Technology Use
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H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

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Maintain a manufacturing technology certificate.
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Section Two: Current Topics (Required for All Programs)

A. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:
<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?
X yes _____no

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

N/A

B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only): ALL WELDING LAB CLASSES
SLO or SAO: Operate safely in a welding workplace environment
Describe the quantitative or qualitative results: 0 lost time accidents
Discuss any actions taken so far (and results, if known): If there is something found unsafe we try to perform a "cause and corrective action" discussion to resolve unsafe factors

Discuss your action plan for the future: got to keep up our guard 24/7/365. Need for ongoing scheduled maintenance must be resolved between admin and staff.

C. Program SLOs (Degree/Certificate granting programs only): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: WELDING TECHNOLOGY

Program SLO: Safety in the Welding Workplace

Describe the quantitative or qualitative results: 0 lost time accidents

Discuss any actions taken so far (and results, if known): If there is something found unsafe we try to perform a "cause and corrective action" discussion to resolve unsafe

Discuss your action plan for the future: got to keep up our guard 24/7/365. Need for ongoing scheduled maintenance must be resolved between admin and staff.

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKy>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

WLDT 71B
WLDT 10
Attending the flex day SLO workshops to correct any soft spots prior to 11/18/2019

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- **What was the action?**
- **What was the result, if known?**
- **If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.**
- **If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)**
- **If you did not take any actions in support of the goals above, you may write “N/A.”**

Wrote a proposal for training incarcerated individuals in welding technology.

Have been to the county jail to discuss this with the inmates services group. Waiting for next steps, I was told that the county jail processes

don't move too quickly. Perhaps something will come of it in spring of 2020.

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

Have been to the county jail to discuss this with the inmates services group. Waiting for next steps, I was told that the county jail processes don't move too quickly. Perhaps something will come of it in spring of 2020.

There may also be opportunities at the federal facility in Dublin around the certification of female welding students in their existing program.

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)

Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate’s Degrees or Certificates). What has been the effect of these actions, if known?

We have maintained an open and welcoming environment for over 40 years. We will continue to do that now and into the future. All students regardless of their background or personal needs are welcome and encouraged to take welding course work.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

N/A

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

Provide alternative methods for delivery other than a written report. All of the good stuff the departments are doing are buried in the written reports that nobody but a few read. If an oral discussion was allowed about the current and future condition of one’s program in a public forum more people would understand and appreciate what we do as well as possibly adopt best practices into their own department. **Not offering a oral delivery**

option fails to transmit the most information to the most people. The current method falls far short on this measure.

**Section Three: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

No

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

No

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

N/A

**Section Four: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

Welders, soldering and brazing workers In the four bay area counties is expected to increase 8.5% over the next 10 years. State wide growth is expected to be approximately 3.5%. Nationwide that growth is expected to be 4.5%. Furthermore the median wages in the bay area is expected to increase more then the nation as a whole for this top code. Most of employment in the bay region for these particular occupations is heavily centered in Alameda and Santa Clara County. These two counties containing almost 80% of workers in this occupational category within the bay region. With respect to job posting versus hires, there is almost a 2 to 1 ratio of hires versus postings. In the data provided there were almost 170 hires during an average month over the study period. The gender dominance that has existed for males in this occupation is slowly changing as almost 10% of the welding workforce in the local region is comprised of females. This is a big change in how this industry has been represented by the workers whom have traditionally male. Almost 50% of employees in this category are aged 45 or greater. This means that in the future there will be a large outpouring of retirees vacating the working ranks of this occupation, Creating many future opportunities for younger workers to step into their shoes. The current make up of the work force with respect to race is that the majority of the work force is White, Latino or Asian. The real occupational vacuum exists when we look at the 28 completers that all the regional welding programs produce as compared to the over 480 openings that exist annually. Some of the top areas of welding employment are semiconductor machinery manufacturing, sheet-metal work, welding in machine shops, as well as repair and maintenance of industrial equipment.

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

Yes

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review? If not, what program improvements may be made to increase this metric?

The course enrollment for welding exceed those of the micro region, macro region, and state average. The course enrollment are listed as 559. We had 38 students that completed 12 or more CTE units in their first year. This exceeds the micro region, is on par with the macro region and slightly below the state average. Welding had zero students that completed 48 CTE contact hours in one year. The micro region, macro region, and state average were all zero as well. The metrics around certificate and degree awarding were suppressed because of the low data count. This could possibly be improved by the automatic awarding of degrees which the college is currently discussing as well as improved counseling to ensure that students have an educational plan and stick to it. The welding department does not have the breadth or the resources available to track these types of statistics. 18 of our students transferred and that is on par with the micro region, macro region, and exceeds the state average

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

There is no data for this selected category.

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

68% of our students gain employment in their field of study within two fiscal quarters of exiting the program. This is slightly below the macro and micro regions figures. Increased services from things like the career center and other on campus resources could help to increase this percentage. The state median for this statistic is 71%. 70% of our students gain employment within the fourth fiscal quarter after leaving the college. The state average is also 70%.

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?

The median earnings after four fiscal quarters after leaving the college is almost \$8000. This is greater than the state average and slightly below the micro and macro region. Do union jobs tend to pay more the nonunion jobs and we can expect this number to go up as more of our current students explore apprenticeships and employment within union labor. The main change in earnings was 50% which is slightly below the 57% state average. This is also below the micro and macro region. This number might be changed to the positive by offering more specialized courses and course material not available at other institutions. The wages that a student makes in the workplace cannot be manipulated very much by the scholastic programs we run at the college. 48% of our students earned a living, as opposed to 52% at the state level.