

Program: Welding Technology (WLDT)

Division: PATH

Date: Fall 2023

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HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

XX No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.

THERE ARE TWO SECTIONS:

1. Updates - *All programs* (page 3)
2. CTE Review – *CTE programs only* (pages 4-7)

ALL PROGRAMS: SECTION ONE

1. Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23.

- We have a very complicated industry/program that is difficult for others to understand.
- Returning to a one-person department after taking sabbatical created a bunch of additional work that was left waiting for me to return.
- Moving into our new 3500 workspace has had many unexpected challenges.
- The fact that the new building was not ready for classes has created many secondary effects that has caused harm to the program that will take time to reinvigorate. We passed on the welding club this year for example, reducing student engagement and leadership opportunities .
- The increase in the cost of materials and supplies.
- Maintenance and lab operational challenges
- No meaningful way to connect with employers on a consistent basis.
- The release time does not match programs with similar critical infrastructure workforce complexities, physical materials requirements, level of OSHA safety requirements, adherence to AWS, API & ASME industry recognized codes and specifications, NDE testing and certification and/or outside industry contacts. It is unfortunate that we have been unable garner administrative support after extensive efforts over time lead to difficult live/work balance decisions.
- Participant in successful \$550K NNSA grant application to provide training for LLNL employees as well as other local employers in 4 areas in our PATH Division. Welding, Machining, Additive Manufacturing and Non-Destructive Evaluation.
- Worked with Sandia National Lab to develop an 8-part welding training program for their engineering and design staff. Delivery of the course content will be via Community Ed.
- Worked with Sandia National Lab personnel to receive a donation of two HAAS VF2 CNC Machining Center(s). Currently working to obtain an additional donation of a Coordinate Measuring Machine for student use in the lab.
- Initiated an after-school welding program for San Ramon Valley Unified School District to have students take CTE classes at LPC in the afternoon portion of their school day.
- Continued Faculty membership on Cal Poly SLO Materials Engineering Advisory Board.
- Continued Faculty Membership on the Alameda County Public Art Advisory Committee.

2. What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.

We are a model program on campus. We treat everyone in a respectful way for who they are and understand that each student brings with them to the classroom unique experiences and abilities. We also have important equalizers as well. Steel melts at the same temperature, 80 volts for you is the same 80 volts for me, and gravity pulls on everyone in the same direction, We feel that the type of one-on-one delivery of instruction strengthens the bonds between the student, faculty, program, and larger campus community. We pride ourselves in returning students as the true measure of success in any program. We have seen a steady increase in students since the Fall 2020 semester.

3. Got anything new planned for 23-24?

Shooting for 100% WLDT students with ED Plan will be glad if we can get 75%

Make our new shop function 100% correctly.

CTE UPDATE (CTE PROGRAMS ONLY): SECTION TWO

Vicki Shipman will provide you with or support any data needs

LABOR MARKET CONDITIONS: EXAMINE YOUR MOST RECENT LABOR MARKET DATA (WITHIN THE LAST 2 YEARS).

1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years.

The data shows that there is a high risk of retirements in the aging welding workforce. Some of the data is suspect as the welding industry is difficult to locate and track. 49% of current positions are listed in the “other” category of employers. This means that half of the welding workforce is in locations that do not identify with a specific industry.

Demand(942) – Regional Completers(23) = Need (919)

There appears to be a 7.3% projected growth.

Of the regional approximately 6000 positions, 1400 are at risk of retirement soon adding to the need expressed above.

2. What is the median income for occupations within your program?

Approximately \$65,000/Year

ADVISORY BOARDS:

1. Has your program complied with advisory board recommendations?
 - i. YES No
2. If not, please explain. Not Applicable

STRONG WORKFORCE PROGRAM METRICS: UTILIZING LAUNCHBOARD, REVIEW THE STRONG WORKFORCE PROGRAM METRICS. REVIEW THE DATA AND THEN REPORT ON YOUR SPECIFIC PROGRAM.

PLEASE NOTE: The welding field covers vast areas of industry that are not easily captured because of the varied and different working locations and conditions. Welding, just like many aspects of our macroeconomy, it rises and falls with the changing economic conditions both locally as well as globally. The inescapable inflation surrounding the costs of materials and supplies.

CI. STRONG WORKFORCE PROGRAM STUDENTS

Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

We had 130 students in the last reporting year up from a low 101 in 2020. The data clearly shows the disproportionate impact supporting the ET program has had. Our program shot up in 2014-15 when the program was created and there was a vast campus effort to support the program. Our number have steadily declined back to the 180 level pre pandemic and pre ET program.

How may these metrics improve?

We are going to focus on delivery of courses to WLDT students and deemphasize ET support course work. The STEM division will need to supply CAH to support future ET support courses.

C2. SWP STUDENTS WHO EARNED 9 OR MORE CAREER EDUCATION UNITS IN THE DISTRICT IN A SINGLE YEAR

Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

Steady metrics overtime at 25% +/- with a small dip last year when full time faculty was on sabbaticle.

How may these metrics improve?

Increase the number of students with ED plans and use our dedicated counselor, Chris Lee.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

C3. SWP STUDENTS WHO COMPLETED A NONCREDIT CTE OR WORKFORCE PREPARATION COURSE

Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year - Insufficient Data Reported on this metric.

How may these metrics improve?

Offer more Noncredit or Workforce Prep course material.

C4. SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS

Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

Insufficient Data to report on this metric.

How may these metrics improve?

Increase the number of students with ED plans and use our dedicated counselor, Chris Lee.

C5. SWP STUDENTS WHO TRANSFERRED TO A FOUR-YEAR POSTSECONDARY INSTITUTION

Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

Not Applicable

How may these metrics improve?

C6. SWP STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY

Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

How may these metrics improve?

There has been insufficient data since 2018. There were many classes that we did not offer between 2014 and 2018 in an effort to support the ET program without increases to our overall program CAH and that lack of WLDT offerings for WLDT students combined with the pandemic of 2020 had kept that suppressed. As we use our CAH to enhance course offerings in WLDT, we hope to increase that trend so there will be sufficient data in the near term.

C7. MEDIAN ANNUAL EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

How may these metrics improve?

This is a particularly strong positive improvement in the last few years with the greatest gain shown during the last year which reflects wage gain increases. The wage gains were over \$13K/year in the most recent period. \$64,596 This metric cannot be controlled by anyone at the college other than preparing the students in the best way possible.

C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

How may these metrics improve?

These are metrics based on the quality of the jobs students are getting. More skilled students get paid more, so increasing student preparation should lead to improvements to this metric.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE

Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

How may these metrics improve?

Improvements come with better trained students. I think our metric of 67% in the most recent reporting period is to be admired when compared to other programs. We are making positive impacts to 2 out of every 3 students that walks through our doors. Welding adds spark to student lives.