Program Review Update 2025

Program: Welding

Division: PATH

Writer(s): SMiner

SLO/SAO Point-Person: SMiner

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

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1. Please describe your program's most important **achievements** in year 24-25.

- *Continued strong enrollments with a diverse student population.*
- *Third year of CCAP dual enrollment classes with San Ramon Valley School District.*
- *Awards of more than 20 of our new Production Welder Certificate of Achievement*
- *Delivery of more than 25 unique course offerings including lectures, labs, and GE coursework.*
- *Excellent asset utilization of lab facilities by offering courses in mornings, afternoons, evenings and weekends.*
- *Course delivery of NNSA/LLNL grant funded REAP Community Ed Welding and Additive Manufacturing courses*
- *Student volunteers using welding skills to help preserve history at the Niles Canyon Railway.*
- *Faculty involvement in the operations and maintenance of the "Eye of Diablo" beacon at the summit of Mount Diablo for Memorial Day, Veterans Day, and Pearl Harbor Day observances.*
- *Initial award of two San Ramon Valley Rotary $1000 scholarships to two deserving welding students.*

2. Please describe your most important **challenges** in year 24-25.

- Rising cost of materials and consumables with no budget increases.
- Operation of the larger lab space using the same amount of classified hours and budget.
- Increased complications of communication, coordination and delivery of CCAP course in conjunction with LPC Educational Partnership Office. Engagement with Tri Valley ROP and the larger TEC group.
- Engagement with an increasingly diverse external employer base in the Tri Valley and beyond.

- Work creep as increasing amounts of workflow shifted to faculty with new software and systems such as Curricunet Meta, AdAstra, My Portal, K-12.
- Lack of equitable release time amounts as compared to the program external workload, material processing and course offerings of other peers in Auto, Fire, AJ, EMT, Viticulture, ECD and others.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

- Welding Workplace Safety. This is a never-ending reflection on what we do. Safety is threaded through everything we touch and teach in the laboratory environment. Safety is first in everything that we do before we can begin to teach our subject matters in a way that keep students faculty and staff safe and protected. As a group we reflect on this every semester to make sure if there are lessons learned for any potential problems or near misses. We have a new and larger lab environment that requires continuous observations and improvement.
- Successful completion of industry, standard welding, certification tests. This is the baseline knowledge required for students to get work and employers looking for skilled employees. This is the core skill that we are trying to deliver in our program so that students have the necessary tools to function properly in the welding workplace environment, and employers will continue to seek out graduates of our program to fill necessary openings and employment needs in the local economy and larger bay region

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- We need to continue our evolution of rolling out more automation and or robotics type courses to meet the future needs of employers and employees.
- Further use of our advanced manufacturing lab and machine tools environment for coursework beyond supporting the engineering tech group on campus.
- Trying to increase capacity and quality of we currently do as opposed to continually taking on new endeavors that waters down and complicates the current programs and coursework we deliver.
- Continued support of the larger community beyond the college campus, utilizing our unique skills, abilities, and facilities that is not available anywhere else in our Tri Valley community.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes
- The LMI data supplied is of limited value. It lists more than 50% of the jobs in the region at an employer named “Other”. Welding jobs occur in varied locations and employers that make them tough to define and precisely locate. There are many jobs that involve welding or have aspects of these skills that do not have “Welder or Welding” in the job title, but welding plays a key role in the work performed. Example, Technologist at the LLNL facility use welding as part of their career path, but it does not appear in the title. Equipment Maintenance Mechanic requires knowledge and skills in welding to complete assigned tasks and repairs. People that work on equipment at local wineries and breweries require specific stainless steel skills to build and repair equipment that is unique to their industry. The wind turbines we see on the ridge to the east of our campus are another example where welding occurs, but the title “Wind Turbine Technician” is not counted in the Lightcast data. Tesla, BART and Alameda County Public Works are other regional employers that don’t even land on the radar screen when thinking of welding labor or employment. There are many occupations where welding is part of the career but not the only aspect of the career. This data only attempts to account for jobs that are 100% welding, and that is the soft spot in these type reports. Our Modern Bay Area economy would suffer if these specialized skills were not present and used. Furthermore, our California economy of recent years (Newsom’s last 8 years) have not been business friendly or conducive to manufacturing in general. Both businesses and population have exited the state and this has made these skills more important for those of us that remain.

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes
- Chabot College
- Laney College
- Delta College
- Cabrillo College
- City College of SF
- Solano College
- Most programs have 1 or 2 full time faculty members trying to fill a varied need from industry serving the necessary required skills of their local community.

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes

095650 Welding Technology
This program has twenty-seven concentrators.
Core Indicator One: Postsecondary Retention and Placement. The program achieved a 91.67% retention and placement and placement rate (8.9% above the minimum 90% state-negotiated rate), and all other special populations that are statistically valid meet or exceed the minimum state-negotiated rate of 90%. This indicates an overall effective postsecondary education and/or placement.
Core Indicator Two Earned Postsecondary Credentials: This program achieved 50% (22% lower than the minimum stat-negotiated rate of 90%); however, with eight concentrators, this core indicator is not statistically valid and therefore shows N/A, not applicable, and therefore the program's demonstrated effectiveness, as measured by earned postsecondary credentials, cannot be determined.

Core Indicator Three: Non-Traditional Program Enrollment. This program identifies females as the non-traditional cohort and reports 0% (24.3% below the minimum 90% state-negotiated rate overall). All other non-traditional special populations that are statistically valid are also below this minimum rate, indicating that the program's effectiveness requires improvement.
Note: Ignore the red negative under male within this core
indicator, as it is not the non-traditional gender.

Core Indicator Four Employment: This core indicator achieved 71.43% (5.5% above the minimum 90% state-negotiated rate); however, with only seven concentrators, this data is not considered statistically valid for review, as it shows a DR of under six concentrators in all but the total CTE cohort line. However, it can be seen via the DR placement that five students with the following combination of demographics (male, Hispanic, Multi-Ethnicity, White, economically disadvantaged, and individuals with disabilities) received employment.

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes
- The 24-25 WLDT Advisory Board Minutes are attached to this report.

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