

# CAREER TECHNICAL EDUCATION (CTE) TWO-YEAR PROGRAM REVIEW

**Program:** WELDING

**Planning Year:** 2021

**Unit:** Engineering/Technology

**Cluster:** Workforce/Economic Development

**Last Year of CPPR/Voc. Ed Review:** 2019

**INSTRUCTIONS:** CTE programs will complete and submit the below Two-year Program Review as part of a regular two-year program review cycle (Ed Code 78016). In addition, CTE programs will complete and submit an APPW on an annual basis and an Instructional Comprehensive Program Planning and Review (CPPR) every four years according to the institutional comprehensive planning cycle for instructional programs.

## **California Ed Code 78016**

- A. Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:
  1. Meets a documented labor market demand.
  2. Does not represent unnecessary duplication of other manpower training programs in the area.
  3. Is of demonstrated effectiveness as measured by the employment and completion success of its students.
- B. Any program that does not meet the requirements of subdivision (A) and the standards promulgated by the governing board shall be terminated within one year.
- C. The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.
- D. This section shall apply to each program commenced subsequent to July 28, 1983.
- E. A written summary of the findings of each review shall be made available to the public.

**NARRATIVE:** Review your CTE program according to the following three prompts with analysis of data provided by the State: <http://www.labormarketinfo.edd.ca.gov/>

If assistance is needed to retrieve data, please contact the Dean of Workforce and Economic Development.

Provide a written summary for each prompt. If yes, explain why and/or how. If no, explain why.

**I. Does the program meet a documented labor market demand (please include a chart or graph)?**<http://www.labormarketinfo.edd.ca.gov/>

**Occupations for Welding Technology/Welder in California**

Occupation Title	Estimated Year - Projected Year	Employment		Employment Change		Minimum Educational Requirement	View Video
		Estimated	Projected	Number	Percent		
Welders, Cutters, Solderers, and Brazers	2014 - 2024	28,400	31,400	3,000	10.6	Post secondary vocational training	
Welding, Soldering, and Brazing Machine Workers	2014 - 2024	3,200	2,800	400	-12.5	Moderate-term on-the-job training (1-12 months)	
Welders, Cutters, Solderers, and Brazers	2014 - 2024	28,400	31,400	3,000	10.6	Post secondary vocational training	
Welding, Soldering, and Brazing Machine Workers	2014 - 2024	3,200	2,800	400	-12.5	Moderate-term on-the-job training (1-12 months)	

**Yes – There is an overall 10.6 percent projected increase in jobs for Welders requiring Post-secondary vocational training over the next 10 years:**

**When evaluating labor market documentation one must consider several identified industries that are fed by trained welders. Some of the examples include:**

**Tank Construction – (3 companies in the county)**

**Power Piping – (1 Nuclear Power Plant, Diablo Canyon and Decommissioning)**

**Solar Power Industry – (New Installations of government solar parking structures)**

**Oil and Gas Piping – (San Ardo, Cat Canyon and Price Canyon)**

**Medical /Food Sanitary Installations-(Supporting Food Service and Hospitals County Wide)**

**Engineering/General Construction**

**Education – Welding Instructors**

**II. What resources did you check to ensure that the program does not represent unnecessary duplication of other manpower training programs in the area?**

**Welding Technology/Welder** 

Welding Technology/Welder. A program that prepares individuals to apply technical knowledge and skills to join or cut metal surfaces. Includes instruction in arc welding, resistance welding, brazing and soldering, cutting, high- energy beam welding and cutting, solid state welding, ferrous and non-ferrous materials, oxidation-reduction reactions, welding metallurgy, welding processes and heat treating, structural design, safety, and applicable codes and standards.

**Training Providers for Welding Technology/Welder in San Luis Obispo County**

Provider Name	Program Name
Plumbers and Steamfitters	Welding Technology/Welder
Cuesta College	Welding Technology/Welder

**The above referenced chart was attained through the California Employment Development Department Website. They indicate only two major Welder Training Programs: The Local 403 Pipe Fitter Union in San Luis Obispo and Cuesta College.**

**Additionally, the Cuesta College Welding Advisory Committee serves as our primary resource to evaluate the integrity and viability of our welder training program. There are members from various local industry partners AND representatives from our local high schools and university.**

**Cuesta College offers the only Post Secondary Comprehensive Welder Training program in San Luis Obispo County. The only other school in the county that offers any welding instruction is California Polytechnic State University in SLO. Cal Poly offers a survey class only and several of the departments actually send their students to Cuesta for specific training in Welding Technology.**

**III. What evidence do you have to support that the program is of demonstrated effectiveness as measured by the employment and completion success of the students?**

[https://misweb.cccco.edu/perkins/Core\\_Indicator\\_Reports/Summ\\_CoreIndi\\_TOPCode.aspx](https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx)

**College Core Indicator Information by 6-Digit TOP (2020-2021)**

Perkins IV, Title I, Part C Local Application

Agreement # \_\_\_\_\_ District/College: SAN LUIS OBISPO/CUESTA  
095650 - Welding Technology

Instructions: Print out forms. Complete and sign bottom of last page.

**Cohort Year CTE Enrollments: 429**

**CTE Headcount: 281**

(includes CTE enrollments above introductory level only)

(CTE students enrolled above introductory level only)

Core Indicator 1 Technical Skill Attainment	Count	Total	Negotiated Level		College Performance	Percent Above or Below Negotiated Level
			State	District		
1 CTE Cohort*	60	73	91.75	91.75	82.19	-9.6
2 Non-Traditional	3	3	91.75	91.75	100.00	N/A
3 Displaced Homemaker	2	2	91.75	91.75	100.00	N/A
4 Economically Disadvantaged	27	32	91.75	91.75	84.38	-7.4
5 Limited English Proficiency			91.75	91.75	N/R	N/R
6 Single Parent			91.75	91.75	N/R	N/R
7 Students with Disabilities	5	6	91.75	91.75	83.33	N/A
8 Migrant			91.75	91.75	N/R	N/R

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<b>Core Indicator 2 Completions - Credential, Certificate, Degree or Transfer Ready</b>			<b>Negotiated Level</b>		<b>College Performance</b>	<b>Percent Above or Below Negotiated Level</b>
	Count	Total	State	District		
9 CTE Cohort*	47	52	89.00	89.00	90.38	1.4
10 Non-Traditional	3	3	89.00	89.00	100.00	N/A
11 Displaced Homemaker	2	2	89.00	89.00	100.00	N/A
12 Economically Disadvantaged	23	24	89.00	89.00	95.83	6.8
13 Limited English Proficiency			89.00	89.00	N/R	N/R
14 Single Parent			89.00	89.00	N/R	N/R
15 Students with Disabilities	4	4	89.00	89.00	100.00	N/A
16 Migrant			89.00	89.00	N/R	N/R

  

<b>Core Indicator 3 Persistence and Transfer</b>			<b>Negotiated Level</b>		<b>College Performance</b>	<b>Percent Above or Below Negotiated Level</b>
	Count	Total	State	District		
17 CTE Cohort*	62	73	91.00	91.00	84.93	-6.1
18 Non-Traditional	3	3	91.00	91.00	100.00	N/A
19 Displaced Homemaker	2	2	91.00	91.00	100.00	N/A
20 Economically Disadvantaged	31	32	91.00	91.00	96.88	5.9
21 Limited English Proficiency			91.00	91.00	N/R	N/R
22 Single Parent			91.00	91.00	N/R	N/R
23 Students with Disabilities	6	6	91.00	91.00	100.00	N/A
24 Migrant			91.00	91.00	N/R	N/R

  

<b>Core Indicator 4 Employment</b>			<b>Negotiated Level</b>		<b>College Performance</b>	<b>Percent Above or Below Negotiated Level</b>
	Count	Total	State	District		
25 CTE Cohort*	35	43	73.23	73.23	81.40	8.2
26 Non-Traditional	DR	DR	73.23	73.23	DR	N/A
27 Displaced Homemaker	DR	DR	73.23	73.23	DR	N/A
28 Economically Disadvantaged	17	19	73.23	73.23	89.47	16.2
29 Limited English Proficiency			73.23	73.23	N/R	N/R
30 Single Parent			73.23	73.23	N/R	N/R
31 Students with Disabilities	DR	DR	73.23	73.23	DR	N/A
32 Migrant			73.23	73.23	N/R	N/R

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Core Indicator 5a Nontraditional Participation			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
33 CTE Cohort*	3	73	26.00	23.93	4.11	-19.8
Non-Traditional	3	73	26.00	23.93	4.11	-19.8
Displaced Homemaker	1	2	26.00	23.93	50.00	N/A
Economically Disadvantaged	1	32	26.00	23.93	3.13	-20.8
Limited English Proficiency			26.00	23.93	N/R	N/R
Single Parent			26.00	23.93	N/R	N/R
Students with Disabilities		6	26.00	23.93	0.00	N/A
Migrant			26.00	23.93	N/R	N/R

Core Indicator 5b Nontraditional Completions			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
34 CTE Cohort*	3	48	30.00	28.02	6.25	-21.8
Non-Traditional	3	48	30.00	28.02	6.25	-21.8
Displaced Homemaker	1	2	30.00	28.02	50.00	N/A
Economically Disadvantaged	1	23	30.00	28.02	4.35	-23.7
Limited English Proficiency			30.00	28.02	N/R	N/R
Single Parent			30.00	28.02	N/R	N/R
Students with Disabilities		4	30.00	28.02	0.00	N/A
Migrant			30.00	28.02	N/R	N/R

\*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

### **Summary of Cuesta College Welding program data for employment and further training:**

**CORE 1 Employment** – Cuesta College had 82.19% achievement which is 9.6% below the state’s 91.75% negotiated level.

**CORE 3 Completions** – Cuesta College had a 84.93% achievement which is 9.6% below the state’s 91.00% performance goal.

**CORE 5a and 5B Completions** - – Cuesta College had a 4.11% and 6.25% achievement which is 19.8% and 12.8% below the state’s 23.93% and 28.02% performance goal.

In light of the collected data, the Cuesta College Welding program is performing above the state averages in Core Indicators 2 and 4.