

## WELDING TECHNOLOGY REPORTING FALL 2018 TO SPRING 2020

### 1. PURPOSE OF THE PROGRAM

- a. Describe the program, its mission, and target population.

“Palo Verde College provides opportunities for personal and professional growth to a diverse community of learners in an academic environment committed to student success and equity by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals.” PVC Mission Statement 01/2016

The purpose of the Welding Technology program is to provide students with the necessary skills to work in an ever-expanding field. To this end, the Welding program provides students with the basic, entry-level skills, professional development opportunities for working technicians, and certification options.

**Associate of Science (Occupational) Welding Technology:** The Associate of Science in Welding Technology is a two-year course of study designed to prepare students intending either to continue study at a technical school, or to enter the workforce. The Associate of Science Degree in Welding Technology include general education courses in English, Math, Speech, History, and Health that are, for the most part, articulated within the CSU system, and some are UC articulated as well, making them transferable within the state of California.

**Certificate in Welding Technology:** The certificate in Welding Technology is an 18 unit (minimum) course of study designed to prepare students to enter the workforce: “The program of study in Welding Technology is designed to provide comprehensive occupational training in welding methods currently used in the welding fabrication industry. Students will be taught the manipulative skills and the technical knowledge required to operate OAW, SMAW, GMAW, GTAW, and oxy-acetylene flame cutting.”

**Certificate of Career Preparation in Welding Technology:** These three welding courses will provide an introduction to the discipline of welding technologies, guiding students through various methods and applications of welding. These courses have not been offered on a regular basis as CTE courses in Welding are currently not allowed to be offered at California Prisons.

- b. How has the program changed in the last two years? In major ways, minor, or no real changes to speak of? Explain.

In the past two years there have been significant changes in the Welding Technology Program. The WEL program has purchased Welders, equipment, welding booths, electrical upgrades, lab certification, and ventilation upgrades through Strong Workforce funding. The purpose of this is to allow Palo Verde College to be certified as a designated American Welding Society (AWS) testing facility. Continued funding and support of this mission through the Strong Workforce funding is vital to the completion of this goal. There is still work, instructor certification, lab certification, and validation as a designated testing site that still needs to be completed. A new metal shear is also needed in order to support AWS testing.

## 2. DEMAND FOR THE PROGRAM

- a. Is the demand high, adequate demand for our students, or low demand? Support your answer with labor market data, advisory input, etc.

Demand for the WEL program is evidenced through the consistent enrollment of students through face-to-face enrollment of community and concurrently enrolled high school students, and correspondence and distance education modalities. The demand for the WEL programs is also evidenced through the Advisory Committee Group membership, attendance, feedback, and input provided each year.

- Employment for the welding technology occupational group is expected to increase by 12% through 2022 in the Inland Empire/Desert Region. A total of 9,436 job openings will be available over the next five years.
- The entry-level wage for welding technology occupational group is above the MIT Living Wage estimate of \$12.30 per hour for a single adult living in the Inland Empire/Desert Region.
- There appears to be an opportunity for program growth based on the average annual number of program completions for the welding technology program (75 average annual community college credentials, 335 other institutional credentials, 410 total), compared to the annual job openings (1,887 annual job openings) for the welding technology occupations in the Inland Empire/Desert region.

*Exhibit 1: Job counts and five-year projections for the two welding occupational groups*

Occupational Group	2017 Jobs	5-Yr % Change (New Job)	5-Yr Openings (New + Replacement Jobs)	Annual Openings (New + Replacement Jobs)
Primary Group	4,545	5%	2,741	548
Secondary Group	9,900	15%	6,695	1,339
<b>Combined</b>	<b>14,535</b>	<b>12%</b>	<b>9,436</b>	<b>1,887</b>

Source: EMSI 2018.4

### **3. QUALITY OF THIS PROGRAM**

What is the quality of this program? Is it of the highest quality, adequately meeting student needs, or needing significant improvement? List core indicators, student learning outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, and equipment as evidence to support your answer.

Through analysis of the SLOs identified for the courses offered during this reporting period, students have demonstrated understanding, success, and application of the SLOs identified for these courses.

All courses in the WEL Department have SLOs identified for each course and program. In addition, each course has its SLOs assessed on a regular basis as identified by Palo Verde College's Instruction Office. Regular Division meetings are held with each Professional Technologies Department to discuss SLO data and its impact on student success.

The WEL Department has demonstrated success in all SLOs identified within the WEL program. Rigorous and relevant SLOs have been identified, developed, assessed, and implemented within the WEL Department. Continued emphasis will be placed on the collection, implementation, and assessment of SLOs within the WEL Department.

The Palo Verde College WEL Department has met or exceeded all 34 Core Indicator areas addressed in Perkins I-C funding during the 2018-2020 program review update cycle.

During this Program Review Cycle, students have earned certificates and degrees in the WEL field, even though Covid-19 impacted courses, starting Feb. 17, 2020.

Perkins, LOT, Strong Workforce, and General budget funding continues to support the WEL program allowing equipment and supplies to be purchased.

### **4. EXTERNAL ISSUES**

Cite relevant legislation, Chancellor's Office mandates, VTEA, Tech Prep, CalWORKs, WIA, BIG career ladders, etc. that are contributing positive or negative factors for the program. Explain each mitigating factor and the impact on the program.

The Palo Verde College WEL Department offers most of its WEL courses during the Palo Verde High School traditional school day. Students at PVHS can take college courses concurrently during their school day at no cost. These high school students typically make up 80-90% of the enrollment in these courses. For this reason, PVC will need to continue marketing their programs to PVHS students and parents through events such as Career Day, Transfer Day, Financial Aid events at PVHS Campus, and through other community events. Having a good working relationship with the Unified School District Administration and at the local high schools is vital to the success of this task. Transportation costs for transporting the high school students is paid by Palo Verde College. Continued support for transportation will be needed.

During the 2019-2020 academic year, the CIS Full-Time Faculty member designed an academic calendar which aligned closer to the Unified School District's calendar. The 2021-2022 academic calendar is currently being

developed by the full-time CIS faculty member. Having a similar calendar to PVUSD was an area of importance for Palo Verde High School, as they were understaffed and unable to handle student course coverage during days where the PVC and PVHS calendars differed. Dialog regarding PVC’s Calendar and the PV Unified School District Calendar will need to continue being addressed.

Having a dedicated full-time CTE counselor has been vital to the success of these tasks. Continued funding of this dedicated position is vital to all CTE programs offering concurrent instruction to local high school students. Presently this position was removed, and an Academic Advisor is currently being funded, attempting to do the duties of the previous position. There should be a significant cost savings to the Perkins grant as the previous full-time counselor position was funded through Perkins and CTE Transitions. We expect to now have a larger budget for each of the applicable CTE programs identified in the grant. Having someone whose sole focus is on the registration, retention, success, and job/career training for these students is vital to the goals of each department in the Professional Technologies Division and to continued Perkins funding.

Through Perkins, Strong Workforce, LOT funding, the WEL department can grow and flourish. Perkins funding has allowed new equipment, technologies, tools, and supplies to be purchased for WEL programs, supporting the goals of the WEL department and the goal of the grants. With new programs added to the Perkins grant, the budget will decrease.

## 5. REVENUE AND EXPENSES

- a. State the revenue of the program (using FTE data, grants, and anything else) for the preceding two academic years.

<b>WEL</b>	
<b>Term</b>	<b>FTEs</b>
2018FA	35.20
2019SP	41.43
2019SU	2.90
2019FA	44.40
2020SP	51.70
	175.63

1 FTEs=	\$4564.83
175.63 FTEs=	\$801,721.09

- b. State the expenses of the program (salaries, equipment purchases, contracts, and supplies) for the preceding two academic years.

<b>Row Labels</b>	<b>Source</b>	<b>Budgeted</b>	<b>Expended</b>
<b>2018-2019</b>			
<b>Overload Salaries</b>	OVL/Overload	\$0.00	\$25,980.30
<b>Overload Benefits</b>	OVL/Overload	\$0.00	\$5,032.77
<b>Supplies</b>	WEL	\$1,552.88	\$1,552.88

	LOT/Lottery	\$6,058.53	\$6,058.53
	VEA/Vatea Funds	\$6,796.12	\$6,796.12
<b>Benefits</b>	WEL	\$35,963.77	\$38,963.23
	NDL/Needles	\$0.00	\$416.82
<b>Books/Mags/Instruct</b>	WEL	\$3,043.69	\$3,043.69
	LOT/Lottery	\$2,290.00	\$2,290.00
<b>Copying/Printing</b>	LOT/Lottery	\$0.23	\$0.23
<b>Equipment</b>	WEL	\$1,389.71	\$1,389.71
	VEA/Vatea Funds	\$3,000.00	\$3,000.00
<b>Salaries</b>	WEL	\$92,318.00	\$92,318.00
	NDL/Needles	\$0.00	\$13,342.68
<b>Student Workers</b>	WEL	\$0.00	\$7,628.00
<b>Transportation</b>	WEL	\$5,380.95	\$7,181.61
<b>2019-2020</b>			
<b>Overload Salaries</b>	OVL/Overload	\$30,888.86	\$30,888.86
<b>Overload Benefits</b>	OVL/Overload	\$6,228.70	\$6,228.70
<b>Supplies</b>	LOT/Lottery	\$4,803.38	\$4,803.38
	VEA/Vatea Funds	\$5,910.60	\$5,910.60
<b>Benefits</b>	WEL	\$43,929.83	\$43,929.83
	NDL/Needles	\$1,237.14	\$1,237.14
<b>Books/Mags/Instruct</b>	LOT/Lottery	\$8,447.56	\$8,447.56
<b>Copying/Printing</b>	WEL	\$0.00	\$0.00
	VEA/Vatea Funds	\$129.50	\$129.50
<b>Equipment</b>	VEA/Vatea Funds	\$3,497.71	\$3,497.71
<b>Salaries</b>	WEL	\$101,463.13	\$101,463.13
	NDL/Needles	\$20,485.80	\$20,485.80
<b>Student Workers</b>	WEL	\$5,969.00	\$5,969.00
<b>Transportation</b>	WEL	\$3,936.19	\$3,936.19

- c. State the dollar value of in-kind contributions of time and/or resources the preceding two academic years.

N/A

## 6. TWO YEAR PLAN

List recommendations, project future trends, personnel and equipment need, as well as continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.

The WEL department will continue to need student workers to support the program. It is important to have the assistance of these positions as well as offering critical job experience opportunities for students

pursuing degrees and certificates in the WEL field. The WEL department will seek funding for these positions on an ongoing basis.

The WEL Department also receives specialized funding such as Perkins I-C, CTE Transitions, Strong Workforce, Lottery, and General Budget. It is critical to CTE programs to have financial support as there are additional expenses associated with CTE programs. The WEL department will continue being involved in Perkins funding.

The WEL Department will also continue pursuing high school enrollment. The lead WEL faculty knows the importance of offering these courses to local high school students. Continued funding for transportation of these students will be needed. The CTE faculty in CIS, AUT, WEL, and BCT offer courses 5 days a week to students. This is not the traditional college faculty work schedule. The instructors in these departments know the value of offering these courses to these students as many of them attend Palo Verde College upon graduation from high school with a Certificate or more already completed. The WEL department will continue pursuing high school enrollment and encourage administration to support the transportation costs associated with this endeavor.

## ADDITIONAL DATA

### STUDENT SUCCESSFUL COMPLETION & RETENTION

WEL	2018
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Completion	2018FA	2019SP
WEL-100	100%	96%
WEL-101	83%	100%
WEL-102	94%	93%
WEL-103	94%	93%
WEL-120	100%	100%
WEL-121	100%	100%
WEL-122	-	-
WEL-200	90%	-
WEL-201	89%	100%
WEL-202	-	89%
WEL-203	-	80%

WEL	2018
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Completion	Corr.	F2F	Online
WEL-100	-	98%	-
WEL-101	-	95%	-
WEL-102	-	94%	-
WEL-103	-	94%	-
WEL-120	-	100%	-
WEL-121	-	100%	-
WEL-122	-	-	-
WEL-200	-	90%	-
WEL-201	-	90%	-
WEL-202	-	89%	-
WEL-203	-	80%	-

WEL	2019
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Completion	2019FA	2020SP
WEL-100	77%	100%
WEL-101	68%	100%
WEL-102	87%	100%
WEL-103	73%	100%
WEL-120	-	84%
WEL-121	71%	-
WEL-122	100%	96%

WEL	2019
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Completion	Corr.	F2F	Online
WEL-100	-	87%	-
WEL-101	-	85%	-
WEL-102	-	96%	-
WEL-103	-	89%	-
WEL-120	84%	-	-
WEL-121	71%	-	-
WEL-122	96%	100%	-

WEL-200	88%	-
WEL-201	91%	-
WEL-202	-	100%
WEL-203	-	100%

WEL-200	-	88%	-
WEL-201	-	91%	-
WEL-202	-	100%	-
WEL-203	-	100%	-

WEL	2016
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WEL	2016
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Retention		
	2016FA	2017SP
WEL-100	95%	-
WEL-101	96%	100%
WEL-102	91%	100%
WEL-103	-	100%
WEL-120	96%	-
WEL-121	-	96%
WEL-122	-	92%
WEL-200	100%	-
WEL-201	94%	-
WEL-202	-	90%
WEL-203	-	83%

Retention			
	Corr.	F2F	Online
WEL-100	-	95%	-
WEL-101	-	98%	-
WEL-102	-	96%	-
WEL-103	-	100%	-
WEL-120	96%	-	-
WEL-121	96%	-	-
WEL-122	92%	-	-
WEL-200	-	100%	-
WEL-201	-	94%	-
WEL-202	-	90%	-
WEL-203	-	83%	-

WEL	2019
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WEL	2019
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Retention		
	2019FA	2020SP
WEL-100	97%	100%
WEL-101	92%	100%
WEL-102	93%	100%
WEL-103	93%	100%
WEL-120	-	100%
WEL-121	92%	-
WEL-122	100%	100%
WEL-200	96%	-
WEL-201	96%	-
WEL-202	-	100%
WEL-203	-	100%

Retention			
	Corr.	F2F	Online
WEL-100	-	98%	-
WEL-101	-	96%	-
WEL-102	-	98%	-
WEL-103	-	97%	-
WEL-120	100%	-	-
WEL-121	92%	-	-
WEL-122	100%	100%	-
WEL-200	-	96%	-
WEL-201	-	96%	-
WEL-202	-	100%	-
WEL-203	-	100%	-

### ENROLLMENT TRENDS

WEL	2018
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WEL	2018
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Enrollment		
	2018FA	2019SP
WEL-100	22	25
WEL-101	12	29
WEL-102	18	15
WEL-103	16	15

Enrollment			
	Corr.	F2F	Online
WEL-100	-	47	-
WEL-101	-	41	-
WEL-102	-	33	-
WEL-103	-	31	-

WEL-120	1	3
WEL-121	1	3
WEL-122	-	-
WEL-200	20	-
WEL-201	18	2
WEL-202	-	19
WEL-203	-	20

WEL-120	-	4	-
WEL-121	-	4	-
WEL-122	-	-	-
WEL-200	-	20	-
WEL-201	-	20	-
WEL-202	-	19	-
WEL-203	-	20	-

WEL	2019
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WEL	2019
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Enrollment		
	2019FA	2020SP
WEL-100	31	21
WEL-101	25	29
WEL-102	15	33
WEL-103	15	21
WEL-120	-	25
WEL-121	24	-
WEL-122	1	24
WEL-200	24	-
WEL-201	23	-
WEL-202	-	23
WEL-203	-	21

Enrollment			
	Corr.	F2F	Online
WEL-100	-	52	-
WEL-101	-	54	-
WEL-102	-	48	-
WEL-103	-	36	-
WEL-120	25	-	-
WEL-121	24	-	-
WEL-122	24	1	-
WEL-200	-	24	-
WEL-201	-	23	-
WEL-202	-	23	-
WEL-203	-	21	-

### PROGRAM AWARDS

Name of Award	2016-17	2017-18	2018-19	2019-20
AS, Welding Technology	2	-	4	2
Welding Technology, Certificate of Achievement	8	12	15	20
Welding Technology, Certificate of Career Prep	19	7	3	1