

### Local Application Program Information by TOP Code

College: CERRITOS COLLEGE

Agreement No.: 17-C01-006

Program Title: Welding Technology

TOP Code: 095650

**Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)**

Last year the Cerritos College Welding Program had 9 core indicators that were below the District negotiated levels. This year the program has experienced an improvement with a total of 8 core indicators that are below negotiated levels. When the percentages between the two years are compared, the program made improvement to the values of 11 indicators (1, 4, 6, 9, 10, 12, 15, 18, 21, 23, and 28).

Core Indicator 1, Technical Skill Attainment: There are currently no low values present within this group.

Core Indicator 2, Completions: Low values are present in the CTE Cohort and Economically Disadvantaged groups.

Core Indicator 3, Persistence and Transfer: Low values are present in the CTE Cohort, Economically Disadvantaged, Single Parent, and Students with Disabilities groups.

Core Indicator 4, Employment: There are currently no low values present within this group.

Core Indicator 5a, Nontraditional Participation: Low values are present in the CTE Cohort, Non-Traditional, Economically Disadvantaged, Single Parent, and Students with Disabilities groups.

Core Indicator 5b, Nontraditional Completions: Low values are present in the CTE Cohort, Non-Traditional, Economically Disadvantaged, Single Parent, and Students with Disabilities groups.

Upon review of the Core Indicators, 4 indicators stand out as needing improvement: Core Indicators 2 (Completions), 3 (Persistence and Transfer), 5a (Nontraditional Participation), and 5b (Nontraditional Completions). These 4 indicator outcomes reinforce that the department needs to focus on Completions, Persistence/Transfer, and Nontraditional Participation issues

**Briefly describe how the issue(s) will be addressed. (Limited to 2,000 characters, or approximately ½ page of text.)**

Core Indicator 2, Completions: The goal of many students in the Welding Program is to obtain skills and Industry Certifications to help establish employment as soon as possible. Students often achieve their goals of passing practical welding certification tests and acquire industry recognized American Welding Society certifications mid- semester or midway through the program. The program has a very well established job placement system in place offering students a steady flow of open jobs. Evidence of this can be seen in the positive results of Core Indicator 4 (Employment) which indicates the programs best performance overall, also evidence of a healthy CTE Program. Upon completion of the certifications required for employment, students are faced with the decision between employment and continuing education. Life obligations often require students to accept employment over completing the Certificate and Degree programs. To assist students with completion of their educational goals, the program has reduced the number of classes / units required to complete the certificate and degree programs while remaining above the minimum requirements. The upper level classes remain to be offered and students are encouraged to continue with their training when time permits. The program has also shifted an estimated 75% of its class offerings to the evening schedule to help accommodate traditional daytime work schedules.

Staffing issues within the department have also been an obstacle over the past couple years. Due to faculty retirements the department went from four to one full-time faculty positions. The number of class offerings decreased accordingly. This decrease in class offerings has an immediate negative impact on completion data, as a larger number of continuing students experience difficulty enrolling into a limited number of available classes. A second faculty member was hired for the Fall 2015 semester and additional classes were added. The department is currently in the hiring process to fill two full-time faculty member positions. As the number of staff grows, the class offerings will expand which increases the chances of students completing their respective welding certificate and/or degree.

Core Indicator 3, Persistence and Transfer: Persistence is currently being improved in the Program as students are better informed of their options and goals within our Program through presentations in the classrooms. Transfer issues will always

remain for the Welding Program. There are few options for transferring to a 4 year College with a major in Welding. The students the Program typically encounters that are interested in transferring often transfer to a Welding Engineering Program. The main goal for students in the Welding Program is to obtain Industry Certifications, which are recognized by employers. Employers typically seek students with Certifications over Degrees.

Core Indicators 5a and 5b, Nontraditional Participation and Completions: Historically nontraditional involvement of the welding program has been low. In theory this may be due to the perception that the welding work environment can be physically strenuous and demanding. Although this is the case for some aspects of the trade, there are many welding jobs established in hospitable work environments. The Welding Program continually extends this information to the campus while actively participating in showcase events including “Nontraditional Career Day”, “Senior Preview Day”, as well as other “Open House” type events. In the future this issue will be brought to the table at the department’s bi-annual Industry Advisory Committee Meetings for discussion with the purpose of a solution as the goal.

>Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.		Indicate with a check mark which requirements have been met, below.	
<b>Requirements for Uses of Funds</b>		<b>MET</b>	<b>UNMET</b>
1.	Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:**

**Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)**

10. Permissive Uses Per Section 135(c)(check activities to be funded with CTE funds)

- 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
- 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
- 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
- 4. Provide programs for special populations. [§135(c)(4)]
- 5. Assisting career and technical student organizations. [§135(c)(5)]
- 6. Mentoring and support services. [§135(c)(6)]
- 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
- 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]
- 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
- 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
- 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
- 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
- 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
- 14. Providing support for family and consumer sciences programs. [§135(c)(14)]
- 15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
- 16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
- 17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
- 18. Providing support for training programs in automotive technologies. [§135(c)(18)]

19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]

20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

**NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.**

**Check all types of activities to be funded with CTE Funds:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Professional Dev. (including stipends)       | <input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software)                                       |
| <input checked="" type="checkbox"/> Instructional Equipment Purchase/Replacement | <input type="checkbox"/> Project Administration   |
| <input type="checkbox"/> Facility rental/lease (off-campus location)             | <input type="checkbox"/> Programs/Services for Special Populations  |
| <input checked="" type="checkbox"/> Curriculum Development                       | <input checked="" type="checkbox"/> Consultants or Other Contracted Services  |
| <input checked="" type="checkbox"/> Program Marketing and Outreach               | <input checked="" type="checkbox"/> Other(specify) <span style="border: 1px solid black; padding: 0 2px;">CTE Coordinator assists in</span> |

**Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:**

- Entirely with CTE Funds
- Entirely with Other Funding Sources
- Using Both CTE and Other Funding Sources