

Final Report Program Information by TOP Code

District/College: CERRITOS CCD/CERRITOS COLLEGE
Program Title: Welding Technology

Agreement No.: 17-C01-006
TOP Code: 095650

Briefly describe the program improvement issue(s) concerning this TOP code.
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.
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.

Final Report Summary:

1. Was the program improvement issues(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
If the response in Section 1 is **No** or **Partially** describe the barriers and/or lessons learned in Section 2.
If the response in Section 1 is **Yes** or **Partially** describe the accomplishment and/or effective practices derived from the project in Section 3

Select Yes No Partially

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).

Typical of most Welding Programs, the Welding Department will always face a certain degree of obstacles due to the various inherent levels of commitment required to develop sufficient skills to become proficient at welding. Difficulty of retaining students as they become technically employable before completing Certificate or Degree work. Comparing the Core Indicator results over the past few years, the Department will consistently focus to facilitate improvement with the following groups within the Core Indicators as measured by their presence with below the negotiated levels within 3 or more of the 6 indicators: 1. CTE Cohort 2. Economically Disadvantaged 3. Single Parent 4. Students with Disabilities

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).

Targeting the 4 deficient groups indicated above, the following effective practices have been implemented: • Encourage cross training within the CTE Division to increase participation and involvement with students currently enrolled in other Technology Programs. • Inform students of the newly offered "Industrial Arts" Certificate/Degree option to assist in cross training. • Effective Fall 2017, implementation of mandatory Laboratory Fees paid by students, which will be used to purchase welding materials and consumables. These fees will be used by the Department to purchase the same welding supplies the students are required to purchase to complete laboratory projects. The fees will be used much more effectively as the Department will purchase these supplies in bulk utilizing its manufacturer direct purchasing account. This will ultimately save students money on supplies and reduce the recourses and time required to purchase these supplies at local welding distributor locations off

Requirement for Uses of Funds	MET	UNMET	NOW MET
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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>
6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>