2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: FALL 2024-SPRING 2025 **PROGRAM(S): WELDING TECHNOLOGY**
CLUSTER: STRONG WORKFORCE AND ECONOMIC DEVELOPMENT **AREA OF STUDY: WELDING**
LAST YEAR CPPR COMPLETED: SPRING 2023 **NEXT SCHEDULED CPPR: SPRING 2027**
CURRENT DATE: 2/25/2025

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from the **IPPR Program Review Documents Folder**. Please review the **Resource Allocation Rubric** when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the ***same*** program ***may be consolidated*** into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

WELDING TECHNOLOGY PIPE, CERTIFICATE OF SPECIALIZATION; WELDING TECHNOLOGY STRUCTURAL, CERTIFICATE OF SPECIALIZATION; WELDING TECHNOLOGY, CERTIFICATE OF ACHIEVEMENT; WELDING TECHNOLOGY, ASSOCIATE IN SCIENCE.

General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.Click here to enter text.

Program Sustainability Plan Update

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
No ☒ If no, you do not need to complete a Progress Report.

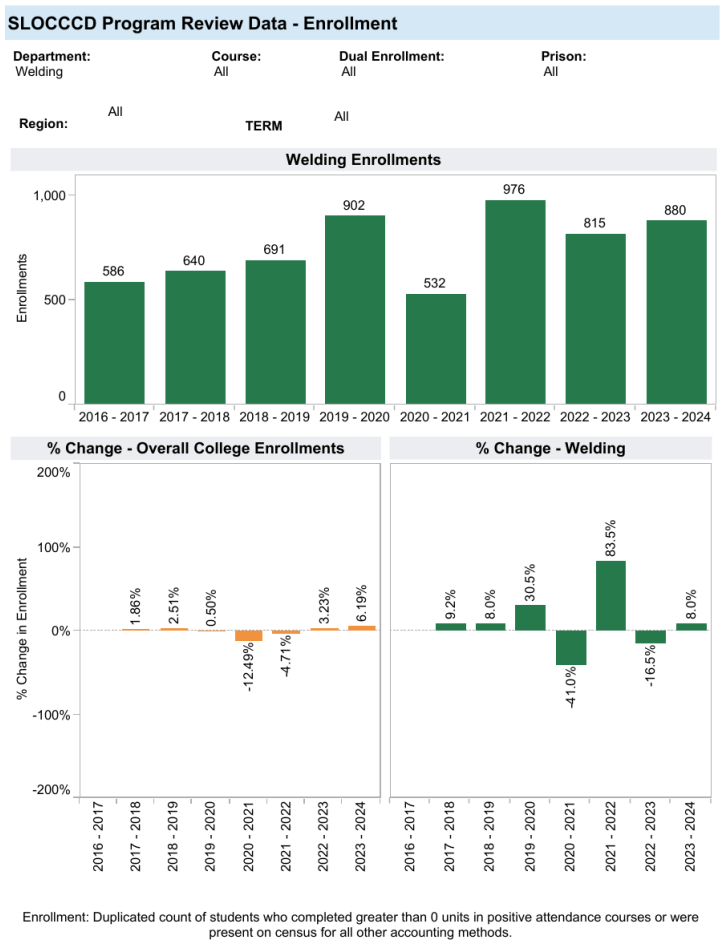
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

Data Analysis and Program-Specific Measurements

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

A. **General Enrollment (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

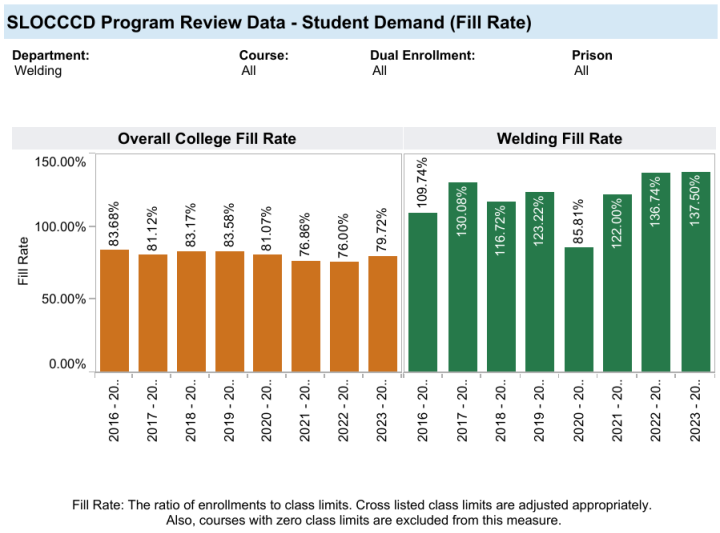


The welding program at Cuesta College has experienced notable enrollment fluctuations over the years, with a significant dip in 2020-2021, likely due to the impact of the COVID-19 pandemic, followed by a sharp rebound in 2021-2022. In contrast, overall college enrollment has generally seen smaller percentage shifts, with a steady decline from 2019-2022 and moderate recovery in

recent years. The welding program's growth of 83.5% in 2021-2022 stands out, showing a strong resurgence compared to the college's overall slower recovery. While welding enrollment slightly declined in 2022-2023, the 8% increase in 2023-2024 suggests stabilization and continued interest in the program. This stabilization in enrollment aligns with the hiring of a second full-time faculty member in the 2023-2024 academic year, ensuring sustained instructional capacity to support student demand. Additionally, the continued growth of part-time faculty further strengthens the program's ability to expand course offerings, particularly in North County, while maintaining industry-relevant training opportunities for students.

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

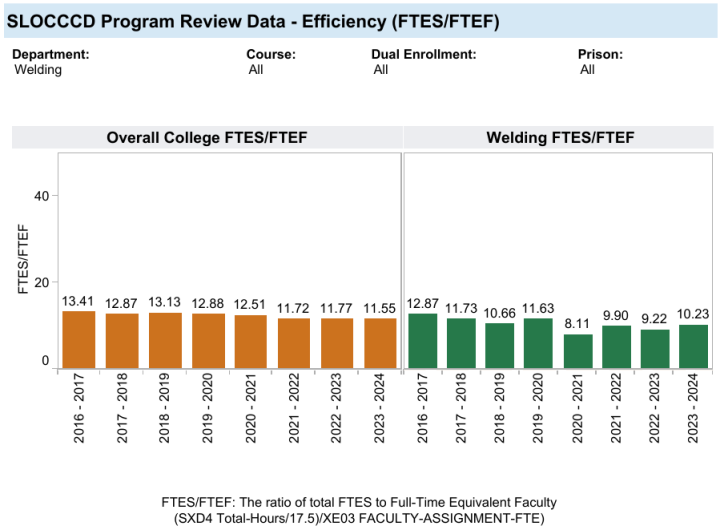


The welding program at Cuesta College continues to experience strong student demand, as reflected in consistently high fill rates, which have exceeded 100% in most years. In contrast, the overall college fill rate has remained lower, experiencing a gradual decline post-COVID before

showing slight recovery. The hands-on, skills-based nature of the welding program, directly tied to local industry needs, has contributed to its sustained popularity, with fill rates rising to 137.5% in 2023-2024. This continued growth presents opportunities to expand course offerings and ensure students have access to in-demand career pathways in welding and fabrication. This continued growth presents opportunities to expand course offerings and ensure students have access to in-demand career pathways in welding and fabrication. To support this demand and maintain industry relevance, the program has prioritized modernizing welding equipment, securing funding through Strong Workforce Round 8 and 9 applications to upgrade instructional stations and enhance hands-on training capabilities.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.



The welding program's FTES/FTEF ratio has remained slightly below the overall college average, reflecting the hands-on, equipment-intensive nature of welding instruction. From Fall 2020

through 2023, two part-time instructors carried the bulk of the teaching load, which limited efficiency due to scheduling constraints and workload distribution. The addition of a second full-time instructor in Fall 2023 has helped stabilize instructional capacity, supporting continued enrollment growth and expanding course offerings. This hiring move improves long-term program sustainability while ensuring students have greater access to high-quality instruction and hands-on training opportunities.

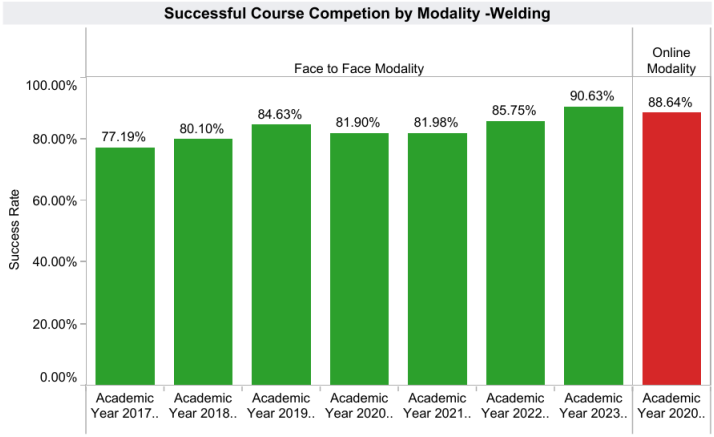
D. **Student Success—Course Completion by Modality (Insert Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Welding

Course: All

Legend: Face to Face Modality, Online Modality



Successful Course Competion by Modality Table - Welding

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	77.19%	80.10%	84.63%	81.90%	81.98%	85.75%	90.63%
	Total Depart..	640.0	605.0	665.0	317.0	697.0	712.0	694.0
Online Modality	Department S..				88.64%			
	Total Depart..				44.0			

The Welding Department at Cuesta College has demonstrated steady growth in course completion rates for face-to-face instruction, increasing from 77.19% in 2017-18 to 90.63% in 2022-23. This success reflects the program's strong hands-on training approach and industry-aligned curriculum. During the COVID-19 pandemic, the department temporarily transitioned to remote learning, as shown by the 88.64% success rate for online courses. However, with the

return to in-person instruction, the program has reinforced the value of face-to-face learning for welding skill development. To support this continued growth, the department has hired new full-time and part-time faculty members, increasing instructional capacity and student access. Additionally, the reopening of the Paso Robles welding facility will further expand opportunities for students in North County. With these developments, the program is positioned to expand course offerings and certifications, ensuring alignment with industry needs while providing increased access to career and skill-building opportunities for students.

E. **Degrees and Certificates Awarded (Insert Data Chart)**

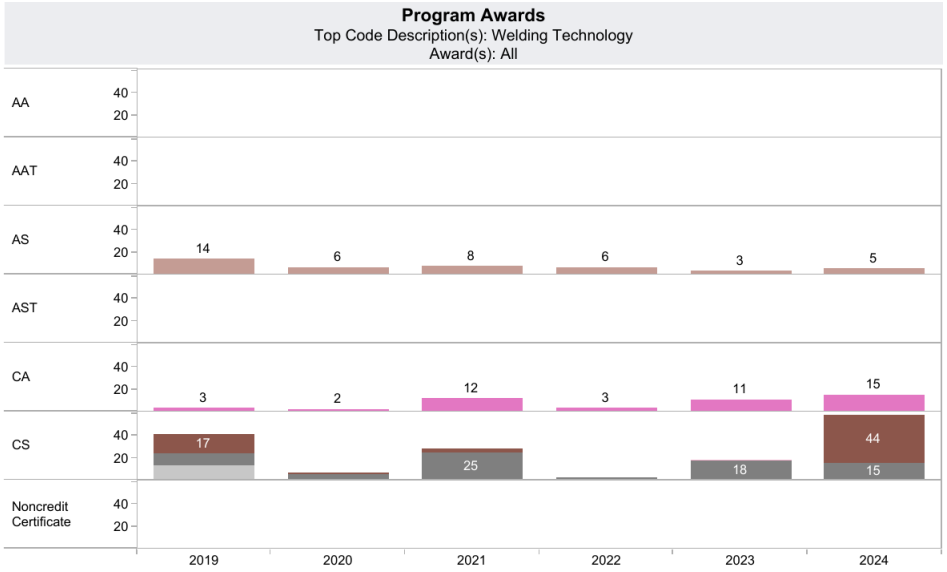
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Welding Technology

Award Type: All

Area of Study All



Program Awards Table

Award Type	Award	2019	2020	2021	2022	2023	2024
AS	Welding Technology (AS)	14	6	8	6	3	5
	Total	14	6	8	6	3	5
CA	Welding Technology (CA)	3	2	12	3	11	15
	Total	3	2	12	3	11	15
CS	Weld Tech Struct Steel (CS)	17	2	3			44

Program Awards: The number of degress and certificates awarded by program type

The Welding Technology program at Cuesta College continues to focus on career-oriented training, as evidenced by the steady number of certificates awarded, particularly in Welding Technology (CA) and Weld Tech Struct Steel (CS). While the Associate of Science (AS) degree awards remain relatively low, this aligns with the program's emphasis on providing workforce-

ready skills rather than traditional academic pathways. Many students enroll to gain specific welding certifications that enhance employability, with a notable increase in Structural Steel certificate awards in 2024, reflecting local industry demand. Additionally, the program offers course variety for non-career track students who seek to enhance specific welding processes or skills for personal use. The department's success in course completion, particularly in face-to-face modality, underscores the value of hands-on training, with a significant increase in success rates over the past several years. Meeting with the local advisory committee ensures that program offerings align with industry trends, providing students with relevant, hands-on experiences that directly translate to workforce needs.

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

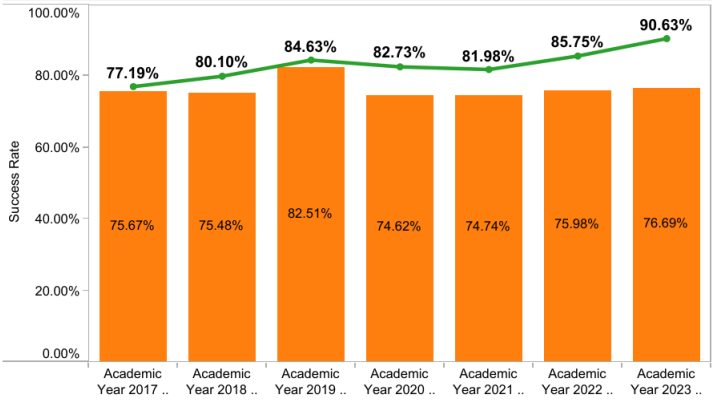
Select Department: Welding

TERM All

COURSE All

Measure Names
- Department Success Rate
- Overall College Success Rate

Successful Course Completion - Welding



Welding Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Department Success..	77.19%	80.10%	84.63%	82.73%	81.98%	85.75%	90.63%
Total Enrollments	640	605	665	361	697	712	694

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

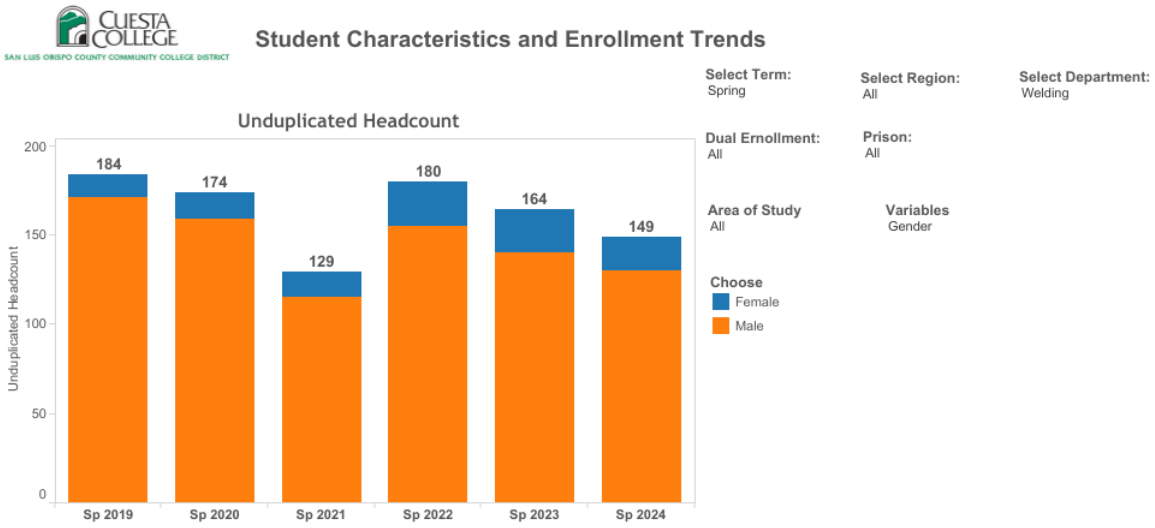
The welding program has seen a steady increase in student success rates in face-to-face courses, rising from 77.19% in 2017-18 to 90.63% in 2023-24. This trend highlights the program's ability

to provide hands-on, skills-based training that directly aligns with industry needs, ensuring students are well-prepared for the workforce. The introduction of online coursework has also shown strong success rates at 88.64%, reflecting the program's adaptability in integrating theoretical components into flexible learning modalities. Through regular engagement with the local advisory committee, the program continues to refine its curriculum and training methods to meet evolving industry demands, ensuring students gain relevant, real-world experience that translates into career opportunities.

G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

   The following are some questions you might want to consider:

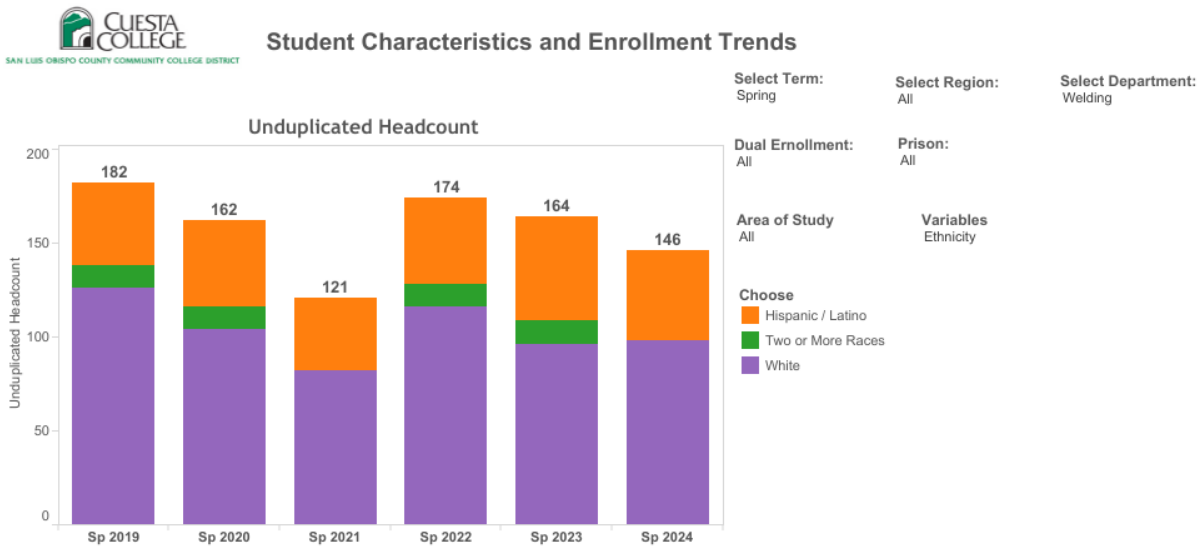
   - What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
   - What professional opportunities are your program faculty participating in to address closing equity gaps?
   - What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?



Student Major

Major	Sp 2019	Sp 2020	Sp 2021	Sp 2022	Sp 2023	Sp 2024
Welding Technology (AS)	46	46	35	46	36	44
Welding Technology (CA)	14	18	23	33	34	37
High School Enrichment	26	20	11	24	15	13
Engineering (AS)	9	11	15	14	16	6
Welding Technology Struct (CS)	17	16	6	5	3	3
Welding Technology Pipe (CS)	9	7	5	4	5	4
Agriculture Business (AST)	4	5	2	6	7	4
Automotive Technician (AS)	5	2	3	3	3	4
Construction Technology (AS)	3	3	1	4	4	4
Business Administration (AST)	3	3	1	5		
Electrical Technology (AS)	2	3	3	2	1	1

The enrollment trends in the Welding Technology program highlight a persistent gender equity gap, with male students significantly outnumbering female students. While overall enrollment has fluctuated over the past five years, the proportion of female students remains low, reflecting broader industry trends where women are underrepresented in welding and skilled trades. This disparity underscores the need for targeted recruitment and retention efforts to encourage greater female participation in the program. To address this gap, program faculty are engaging in professional development opportunities focused on fostering an inclusive learning environment, supporting non-traditional students in welding, and implicit bias training for faculty and staff. Efforts include collaboration with industry partners to showcase successful women in welding, participation in career fairs aimed, and outreach initiatives to local high schools and community organizations. Additionally, Cuesta College could enhance gender equity by offering mentorship programs, and access to workshops on overcoming barriers in male-dominated trades. Expanding scholarship opportunities and providing hands-on welding exploration events specifically for women could further improve enrollment and retention rates for female students in the program.



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Welding Technology Pipe (CS)	9	7	5	4	5	4
Agriculture Business (AST)	4	5	2	6	7	4
Automotive Technician (AS)	5	2	3	3	3	4
Construction Technology (AS)	3	3	1	4	4	4
Business Administration (AST)	3	3	1	5		
Electrical Technology (AS)	2	3	3	2	1	1

The enrollment trends in the Welding Technology program at Cuesta College indicate a fluctuating student headcount over the past five years, with a decline from 182 in Fall 2019 to 146 in Fall 2024. While there has been consistent enrollment among students pursuing associate degrees and certificates in Welding Technology, there are noticeable equity gaps, particularly among Hispanic/Latino students. Although their participation remains significant, targeted efforts are needed to ensure retention and completion rates align with overall program success. To address these equity gaps, faculty members are engaging in professional development opportunities focused on inclusive teaching practices and curriculum alignment using Canvas. The program has also prioritized the translation of course materials into Spanish to better support English Learners and improve comprehension of welding terminology and safety procedures. Additionally, faculty actively promote Cuesta College Student Services, ensuring students have access to English Learner support programs, tutoring, and academic counseling. Moving forward, strengthening outreach efforts and expanding bilingual resources will be key strategies to further support students facing language and learning barriers in welding coursework.

Programs and Curriculum Review PROGRESS

Section 1: Progress Check on Scheduled Curriculum Updates from CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

   Click here to enter text.

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
NA	NA	NA

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
NA	NA	NA	NA

Section 2: Progress Check on Previously Out-of-Date Curriculum Updates from CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs

and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first box of the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
NA	NA	NA	NA

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)
NA	NA	NA	NA

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

Program Outcomes Assessment Checklist and Narrative

CHECKLIST

☒ SLO assessment cycle calendar is up to date.

☐ All courses scheduled for assessment have been assessed in eLumen.

☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below)*. *If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes and addressing equity gaps
B. Anticipated changes in curriculum, scheduling or delivery modality
C. Levels, delivery or types of services
D. Facilities changes
E. Staffing projections
F. Other

Course of Record Outlines will be reviewed to address any deficiencies and necessary updates to Student Learning Outcomes. Turnover among part-time faculty remains a challenge; to address this, the department has expanded the part-time candidate pool to recruit new instructors for both the San Luis Obispo (SLO) Campus and North County locations, including NCC – Templeton High and the reopening of welding course offerings at NCC – Paso Robles High. Additionally, a key priority moving forward is reviewing contact hours for both lecture and lab to ensure consistency and support for part-time faculty. With the hiring of additional full-time and part-time instructors, the program is positioning itself for expansion, aiming to increase course availability and broaden program offerings. These efforts will enhance student access to welding education while maintaining instructional quality and continuity across all campus locations.

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.