

## **CAREER TECHNICAL EDUCATION (CTE) TWO-YEAR PROGRAM REVIEW FOR 2025**

**Program Planning Year: 2025**

**Unit: Welding Technology**

**Cluster: Skilled Trades and Technology Last Year of CPPR/Voc. Ed Review: Spring 2023**

**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***

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:

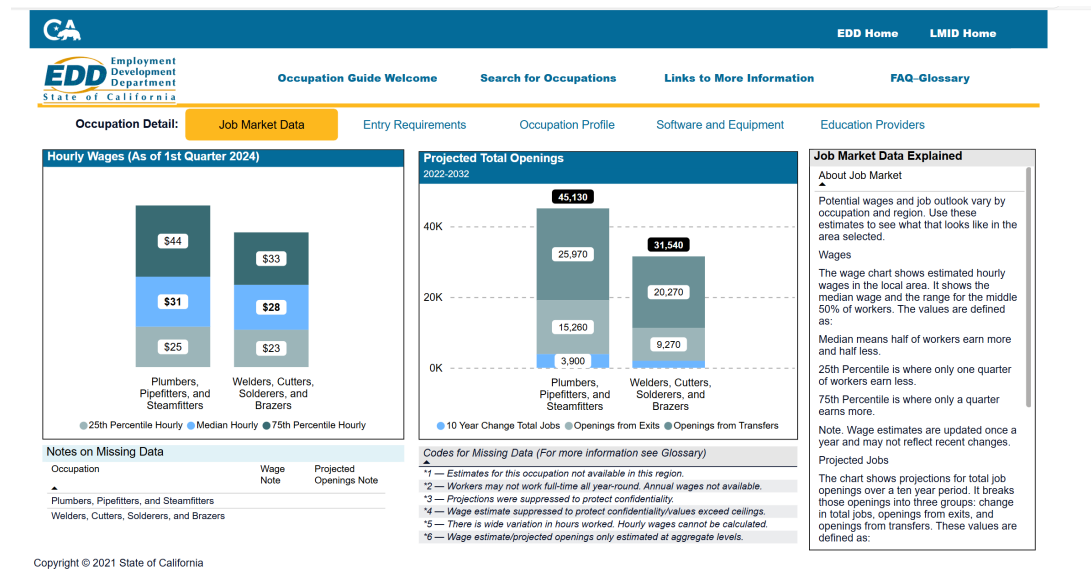
1. Meets a documented labor market demand.
  2. Does not represent unnecessary duplication of other manpower training programs in the area.
  3. Is of demonstrated effectiveness as measured by the employment and completion success of its students.
- A. Any program that does not meet the requirements of subdivision (A) and the standards promulgated by the governing board shall be terminated within one year.
- B. 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.
- C. This section shall apply to each program commenced subsequent to July 28, 1983.
- D. 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](#).

If assistance is needed to retrieve data, please contact your Instructional Dean.


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

**I. Meets a documented labor market demand, [data provided by the State.](#)**



According to the EDD, employment for welders, cutters, solderers, and brazers in California is projected to grow from 32,000 in 2020 to 35,500 by 2030, an increase of approximately 11%. This growth suggests an average of 3,890 job openings annually due to new positions and workforce attrition. In San Luis Obispo County, the EDD reports that employment for welders, cutters, solderers, and brazers is expected to rise from 230 positions in 2020 to 260 by 2030, reflecting a 13% increase. This equates to about 280 total job openings over the decade, accounting for new jobs and replacements. The AWS highlights a national need for 320,500 new welding professionals by 2029, with an average of 80,000 job openings annually between 2025 and 2029. This demand is driven by industry growth and the retirement of existing workers.

**II. Does not represent unnecessary duplication of other manpower training programs in the area.**



Employment  
Development  
Department  
State of California

Occupation Guide Welcome

Search for Occupations

Link

Occupation Detail:

Job Market Data

Entry Requirements

Occupation Profile

Softw

Education Providers and Program Names

School Name and Degree Programs	Plumbers, Pipefitters, and Steamfitters	Welders, Cutters, Solderers, and Brazers	
~California Department of Education - High School Equivalent Programs~			
High School Equivalent/GED Prep	HS (V)	HS (V)	
Allan Hancock College			
Welding Technology/Welder		C (C), A (C)	
Cuesta College			
Welding Technology/Welder		C (C), A (C)	

Program Codes for Education Provider Table

Group	Definition
Degree Level	
HS	High School or Equivalent
C	Certificate/Non-Degree
A	Associate's Degree
B	Bachelor's Degree
M	Master's/Graduate Certificates
D	Doctorate/Professional
Class Format	
(O)	Online - Fully Virtual Program
(V)	Virtual Courses Available
(C)	On Campus - In Person Courses
No Program	
NA	Not Applicable/No Education Requirement
NLP	No Local Program
NPC	No Program in California
1	Sub Occupations Differ
2	Subject Specific to Job Type
3	Any Bachelors Degree Accepted

Note on Education Providers

Provider list includes schools with programs linked to that occupation.

If you see the code NLP, go to the Search Page and set Local Area to statewide.

The Welding Technology program at Cuesta College does not represent unnecessary duplication of other manpower training programs in the area. Currently, only two institutions—Cuesta College in San Luis Obispo County and Allan Hancock College in Santa Maria, serving Santa Barbara County—offer welding education in the region. Given the ongoing demand for skilled welders across various industries, including manufacturing, construction, and infrastructure development, both programs serve distinct geographic areas and workforce needs. Cuesta College’s program specifically addresses the workforce demands within San Luis Obispo County by providing accessible training opportunities for students and local employers. Additionally, the expansion of course offerings at multiple locations, including the reopening of facilities in Paso Robles, ensures that students from various regions within the county can access welding education without undue hardship. This strategic distribution of training resources prevents unnecessary duplication while supporting regional workforce development goals.

### III. Is of demonstrated effectiveness as measured by the employment and completion success of its students, [Core Indicator Reports \(Summary by TOP code\)](#)



**PERKINS IV Core Indicators of Performance by 6-digit Vocational TOP Code**  
**Summary Detail Report for 2020-2021 Fiscal Year Planning**

CUESTA COLLEGE

**095650 Welding Technology**

	Core 1 Skill Attainment			Core 2 Completions			Core 3 Persistence		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	82.19	60	73	90.38	47	52	84.93	62	73
Female	100.00	3	3	100.00	3	3	100.00	3	3
Male	80.88	55	68	91.49	43	47	85.29	58	68
Non-traditional	100.00	3	3	100.00	3	3	100.00	3	3
Displaced Homemaker	100.00	2	2	100.00	2	2	100.00	2	2
Economically Disadvantaged	84.38	27	32	95.83	23	24	96.88	31	32
Limited English Proficiency		0	0		0	0		0	0
Single Parent		0	0		0	0		0	0
Students with Disabilities	83.33	5	6	100.00	4	4	100.00	6	6
Technical Preparation		0	0		0	0		0	0
District	82.19	60	73	90.38	47	52	84.93	62	73
State	90.81	19,882	21,894	68.11	5,829	8,558	79.38	17,058	21,489

	Core 4 Employment			Core 5a NT Participation			Core 5b NT Completion		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	81.40	35	43	4.11	3	73	6.25	3	48
Female	100.00	1	1	100.00	3	3	100.00	3	3
Male	80.00	32	40	0.00	0	68	0.00	0	44
Non-traditional	100.00	1	1	4.11	3	73	6.25	3	48
Displaced Homemaker	50.00	1	2	50.00	1	2	50.00	1	2
Economically Disadvantaged	89.47	17	19	3.13	1	32	4.35	1	23
Limited English Proficiency		0	0		0	0		0	0
Single Parent		0	0		0	0		0	0
Students with Disabilities	50.00	1	2	0.00	0	6	0.00	0	4
Technical Preparation		0	0		0	0		0	0
District	81.40	35	43	4.11	3	73	6.25	3	48
State	80.73	6,372	7,893	6.70	1,907	28,455	8.40	697	8,297

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed.

Performance Rate Less Than Goal is Shaded

Core 1 - Skill Attainment, GPA 2.0 & Above: 91.75% Performance Goal - (2017-2018)  
 Core 2 - Completions, Certificates, Degrees and Transfer Ready: 89.00% Performance Goal - (2017-2018)  
 Core 3 - Persistence in Higher Education: 91.00% Performance Goal - (2017-2018)  
 Core 4 - Employment: 73.23% Performance Goal - (2017-2018)  
 Core 5 - Training Leading to Non-traditional Employment: Greater than 23.93% Participation & 28.02% Completion - (2017-2018)

Source: CCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Office,  
 UC Office of the President, 2000 Census, Student Loan Clearing House

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Report Create Date: 02/01/2010

The welding program at Cuesta College demonstrates effectiveness in student success through both completion rates and employment outcomes, as indicated by the following data:

Skill Attainment (Core 1):

- The overall skill attainment rate is 82.19%, with economically disadvantaged students achieving 84.38%.
- Students with disabilities had an 83.33% skill attainment rate.

Completions (Core 2):

- The program completion rate is 90.38%, exceeding the state average of 68.11%.

- Economically disadvantaged students have a 95.83% completion rate, while students with disabilities have a 100.00% completion rate.

Persistence (Core 3):

- 84.93% of students persist in higher education, surpassing the state average of 79.38%.

Employment (Core 4):

- The employment rate for program graduates is 81.40%, exceeding the state average of 80.73%.
- Economically disadvantaged students have a particularly high employment rate of 89.47%.

Participation in Non-Traditional Employment (Core 5a & 5b):

- Female and non-traditional students show 100.00% completion rates, though overall non-traditional participation remains low at 4.11%.