Program (WELD) - Welding AS.1490

Program Catalog Summary:
Associate in Science:
SC Program: AS.1490

PROGRAM DESCRIPTION: The Welding Technology Program is designed to prepare students for positions in a variety of trades or service industries requiring technically trained and/or certified welders. The program is designed to prepare students for the opportunity to become certified welders under the standards set by the American Welding Society.

Students can receive their certification by the American Welding Society in a variety of processes as part of the instructional program. The program is available in three formats: • Associate in Science Degree in Welding Technology
• Certificate from Shasta College in Welding Technology
• Certification by the American Welding Society as a certified welder

This degree is approved through the California Community College Chancellor's Office. Upon satisfactory completion of all degree requirements and filing an application for graduation with Admissions and Records, the student's transcript will reflect completion of this degree.

PROGRAM LEARNING OUTCOMES:
Upon successful completion of this degree, the student should be able to:
1. Demonstrate competencies in job safety skills and awareness of workplace hazards.
2. Follow written and oral instructions in the interpretation of simple drawings and sketches, including welding symbols and the execution of the fabrication process.
3. Set up, maintain, and adjust welding related equipment.
4. Acquire skills and knowledge to make a successful transition to an entry-level position in the work force.
5. Pass workmanship tests using common welding processes.

DEGREE REQUIREMENTS:

CORE COURSES:
DIES 48 Hydraulics 3.5
INDE 1 Career Planning for Industrial Technology 1
MATH 110* Essential Math 3
WELD 70 Beginning Welding 3
WELD 73 Structural Steel Metal Fabrication 3
WELD 118 Blueprint/Specification Reading (Mechanical) 2
WELD 170 Introduction to ARC Welding 3
WELD 171 Intermediate ARC Welding 3
WELD 174 Structural Steel MIG Welding 3
WELD 175 TIG Welding 3
WELD 178 Pipe Welding Fundamentals 3
WELD 182 Advanced ARC Welding 1.5
WELD 183 Advanced ARC Welding Specialty Lab 1.5
WELD 184 Advanced GTAW (TIG) Welding 1.5
WELD 186 Advanced Pipe Welding 2
WELD 188 Advanced GMAW (MIG) Welding 1.5
*May be used to fulfill General Education requirements. See a counselor.

ASSOCIATE IN SCIENCE DEGREE REQUIREMENTS:

Major	38.5
Additional General Education	18
General Electives	3.5
Degree Total	60*

*Note: Calculation assumes a student will double-count the Multicultural graduation requirement with either a social science or humanities G.E. requirement and that the student will fulfill computer literacy through a test. If students plan well and see a counselor, they may be able to double count the Multicultural and Computer Literacy units. If these graduation requirements are added, the number of units is increased by 6 units.

Fall 2020

PRIOR PROGRAM REVIEW RELECTION (If applicable)

Terms and Year of Previous Review: Fall 2018

Discuss any changes to the program as a result of the previous program review: Acknowledgement of bottlenecks in the course sequence. WELD 170 is a heavily impacted course and streamlining of the certificate and A.S. is needed. In addition a more quantitative approach to using SLO and PLO data is needed.

Resources Received or Requested: Various equipment upgrades and professional development has been utilized. Future prodev is needed due to advances in welding processes.

CURRENT PROGRAM REVIEW

Who completed this form: Jay Davis, Ron Hardin

Participation in completing this report: Area Faculty (list in the next box)

Summarize participation comments: Both the certificate and A.S. are serving the area industry well and completers are bringing foundation of welding knowledge to employers in the region. Internally there needs to be an increase in efficiency on the usage of filler materials and shop cleanliness. The change from 17 week semesters to 8-week semesters is spiking usage of gas and filler materials. More efficient usage of SMAW electrodes is particularly necessary. The consensus of all Welding faculty is that the 8-week block semesters are superior to the 17-week version. Because of the extended labs and reduce number of meeting times there is approximately 8 additional hours of welding time even though the lab hours are the same. To illustrate: in a 17-week semester students meet approximately 34 times for 2 hours labs. It takes 15 minutes for students to don their safety gear and prepare to weld. It also takes 15 minutes for students to remove safety gear and clean up. This equates to 30 minutes each meeting. 34 classes x 30 minutes = 17 hours of start/cleanup activities per semester. With the same lab hours in an 8-week format students only start/cleanup 16 times. 16 classes x 30 minutes = 8 hours of start/cleanup. 17 - 8 = 9 hours of additional contact time with the welding processes. This is an 11 % increase in their time welding which is showing a major increase in the number of students who are able to qualify and become certified welders.

Alignment with Mission: Describe how the program contributes to the Shasta College Mission: The welding program not only trains students to contribute to the economic success of our region, we instill a love for learning and help "develop critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills." The program has a culture of respect for continual learning and growth.

Discuss some of the program successes and benefits to the students and/or community: Since 16/17 we have averaged 10.6 completers each academic year. Upward trend of women in the program from 9.5% in 16/17 to 11.2% in 19/20. Consistent age demographics over the last 5 years. The majority of our students are 18-24 (34.35%). Downward trend of total accumulated credits earned for a degree 72 units in 16/17 and now 69 units in 19/20. Increased awards from 5 to 11 between 18/19 and 19/20.

List each PLO and write a brief narrative summary analysis discussing outcomes for each of them: 1. Job Safety: Upon successful completion of this degree, the student should be able to demonstrate competencies in job safety skills and awareness of workplace hazards. (Active)

- Safety is touted as the #1 skill necessary in our current welding and fabrication industry and as such it is also the pinnacle of importance within the welding program. We assess safety on a daily basis, as well as in practicals and written exams. Incredibly important to imbue a respect for one's own health and wellbeing.

2. Blueprint Reading: Upon successful completion of this degree, the student should be able to follow written and oral instructions in the interpretation of simple drawings and sketches, including welding symbols and the execution of the fabrication process.

- The ability to read, interpret, and apply plans to a fabrication project is critical to the success of the student transitioning to

the workforce. We integrate blueprint reading, sketching, and application of the information in welding and fabrication into each class. Classes like WELD 171 Intermediate Arc, WELD 118 Blueprint Reading focus heavily on this skill, bit all Welding courses integrate aspects of blueprint reading into exercises and exams.

3. Equipment Adjustment: Upon successful completion of this degree, the student should be able to set up, maintain, and adjust welding related equipment.
- There are different subsets to the skill of a welder. A welder that can apply the perfect weld, but only when someone has set the machine, is not very productive or useful. Conversely, a welder that can navigate the settings and sub-menus of complicate equipment but cannot apply an acceptable weld is equally disadvantaged in the industry. The ability to diagnose, set, adjust machinery is very important to the success of students.

4. Work Force skills Upon successful completion of this degree, the student will possess the skills to be an effective employee in the welding industry. This includes respect for workmanship, communication, and working as a team.
- Otherwise known as "Soft-skills" this PLO is integrated into each class. The class activities include communicating plans to other students to be welded as well as working as a team to accomplish a project. These soft-skills can overcome deficiencies in regards to some skills and result in success in the industry.

5. Certification Upon successful completion of this degree, the student should be able to pass workmanship tests using common welding processes.
- Welding codes are used world-wide as requirements and guidelines for the welding and fabrication of welded structures. This PLO is used to gauge the student's ability to understand and meet the code requirements of various welding processes. It is not feasible for all students to qualify in all possible welding certifications (they are infinite).

Describe how this program supports a transfer pathway to CSU or UC: This program does not provide a direct pathway to CSU or UC. We would like to work towards a map to a transfer degree as some students who work through this program have the confidence to continue their educational journey to a Bachelors and beyond.
Specify Labor Market Demand (for CTE programs): Median wage for Welders is 21.90. Expected growth in this sector 7.9% in the state.

State California	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage Annual mean wage (2)
$47,910	$28,980	1.67	0.60	$

PROGRAM DATA ANALYSIS
Program Effectiveness: Our 5-year average for A.S. Degree completions is 10.6. This is an increase over our last program review. There seems to be a lot of variance in the completions over the last 5 years. The industry bears some of the blame for valuing the actually applied skill to fill positions rather than the expanded knowledge base and future growth of the employee in the long run. We have student consistently lured away from a completion with a job that pays 15.00+ an hour. We are consistently presenting the message that the salary ceiling is proven to be much higher with an A.S. or certificate. Many of our students are from low income households so a job that pays at or just above a living wage is very alluring.
Program Effectiveness (CTE): Retention, as mentioned above, is a challenge. Getting students through the entire program without them finding employment before reaching their goal is a concern. We are increasing our in class discussions on the benefits of completion and long-term increase in earning potential of a certificate or degree.

Anecdotal data: We have 4 students that are now employed but need only one class to complete either their certificate or degree. We are reaching out to those students and encouraging them to finish and highlighting class offerings that fit outside their work schedule.

In addition to the Shasta College certificate and degree we also offer the ability for student to take an American Welding Society qualification test and be able to have an industry recognized certification that can open doors to various welding fields.

Enrollment continues to be strong as the welding industry is not only a stand-alone field, but also compliments many other careers such as mechanics, heavy equipment operations, vehicle repair, prototyping, inspections, and maintenance among many others. Welding is involved in over 50% of the domestic gross national product. (Practical Problems in Mathematics: For Welders By Frank R. Schell, Bill Matlock, Robert Chasan)

Course Success Rates: All 5-year averages are above the Institutional Set Standard for course success. 83.5% for Fall 2019, and a dip to 67.1% in Spring 2020, assuming for COVID. We see lower number when looking at the figures for females as there are many classes that dip frequently into the 50% range. Some of this can be attributed to the lower sample size compared to males.

Course Retention Rates: The lowest 5-year average retention rate is 87.11% (WELD 94) which is an elective for both the certificate and the degree. There are a few sporadic classes in the 17/18 year that dipped into the high 70% range, but are not indicative of a trend. We did see a dip in retention in Spring 2020 which we can only assume of COVID related.

Course Enrollments: The average fill rate for Fall 19 is 104.2% and for Spring 20 is 91.3%. All lower and mid-level courses are impacted and experience some or high wait lists. We previously concluded that we could not grow due to physical size, but with the 8-week compressed semesters we are finding that we have open blocks for additional classes. Now the limiting factor is number of instructors and whether or not growth is needed in the region.

Equity: Gender equity is heavily skewed to males, making up 88% of the population. We have steadily increased females in the program to 11% which is above average in the states. Ethnicity closely matches the college's population. We are not seeing indicators that different ethnicities are experiencing lower success rates. Age is heavily favoring the 18-24 demographic which is typical.

CURRICULUM

Review of courses with prerequisites: We have added prerequisites to WELD 170, WELD 171, and WELD 178 as previously mentioned in our last program review. We were seeing a large percentage of underprepared students in these classes. Our goal is not to add additional bottlenecks to the course sequence, but the subject matter requires a foundation of knowledge that was not present in many of the students enrolled in those classes.

Challenges to offering key courses: WELD 170 is a bottleneck course and additional sections are being offered in the Summer to work towards reducing the impaction. We are also reworking our degree and certificate which will increase course efficiency and change the sequence.

Course changes: None at this time.

SUMMARY

Changes or improvements needed based on the analysis above: Continue to assess success rates with our new 8-week block format. Continued improvements to the course sequence for both the degree and certificate. Ramp up outside recruitment as restriction are lifted due to COVID. We have made a great in-roads to converting our lecture courses to online. I expect continued improvement and development of our instructors to work in this environment.

Note any resources you intend to request through the Area Planning process to improve the program: Professional development will be needed as we emerge from COVID restrictions to catch up to the latest welding technologies. Improve our qualification process and interaction with the American Welding Society.

Conclusion: The Welding A.S. degree continues to be a popular program. It is constantly evolving to meet the needs the growing industry in the region.

****BELOW TO BE COMPLETED BY THE PROGRAM REVIEW COMMITTEE****

Date: 02/09/2020

Recommended Action: without qualifications

Summary of Findings: The PRC recommends this program continue without qualification. The program has a five-year average of 9.6 completers (2013/14 to 2017/18). The 5-year average success rate for all degree classes (excluding math 110) is 84.04 %, which is above the Institution-set Standard of 70%. Retention rates have a five-year average of 94.27%. Enrollments show a 5year average of 18.41 students per section, with a section increase of 20.97% from 2013/14 to 2017/18 (31 sections to 37.5). Capacity has increased from 709 available seats in 2013/14 to 1049 in 2017/18. Enrollment for those same years increased from

806 students to 962 students, a 19.35% increase. Fill rates have been regularly above 100% and often significantly above, but in 2017/18 they averaged 102.5%. (The faculty documentation shows a much higher fill rate for year 17/18). There appears to be bottlenecks in some courses (i.e WELD 73) and too much capacity in others (i.e. DIES 48).

The PLO's have been mapped to ISLO's, SLO's to PLO's and SLO's to ISLO's. (The list of classes in the catalog includes Math 110 and INDE 1 which are not included in the mapping). The faculty recognize the importance of PLO's to students and speak qualitatively to each one. There were no quantitative assessment outcomes shown.

Faculty are managing this program well and have superior knowledge of the industry and the benefits it brings to students. They discuss some variation in degree achievement this way, "Many of our students are from low income households so a job that pays at or just above a living wage is very alluring." They also observe an increase in diversity within their program. "In regards to gender we are seeing a continued increase in female students within the program. As of 17/18 we are at 11.99%, our highest number to date. For comparison, in 16/17 were at 7.22%." They are also working to support students who have day-time employment: "We are cycling the classes in the evening so students that work during the day can complete all the

welding courses for the certificate and degree in the evening." And finally, in addition to making sure the curriculum works to support transition to gainful employment, they also endeavor to support development of "soft skills."
The program faculty are commended for their work in designing a program that is sought after by industry advisors, employers, students, and Shasta College employees! Further, their outcomes and future efforts at diversifying student populations in their program is deserving of recognition. Finally, it would be remiss not to mention the supportive culture and environment these faculty and staff have developed. As they reflected: "We have a very active and close faculty core that all share the passion and desire to prepare a students for employment. All staff and faculty are comfortable with making any changes that result in a net benefit for our students." This is a program deserving of recognition and accolades!
They are encouraged to continue the plans as they have outlined them in the current program review. Well done!
The PRC recommends that:

- Program faculty review section counts, and enrollments per section to alleviate bottlenecks.
- Verify that the courses in the catalog are the courses in the program (this could be a timing thing), and as listed in the mapping function.
- In future Program Reviews, document the CTE Job Placement Rates for the program completers and compare to the Institution-set Standard of 75%.
- Review PLO assessment practices to include quantifiable and meaningful data.

Date summary sent to program faculty and/or counselors: 02/25/2021
Program faculty response: From Jay Davis: The welding faculty acknowledge and agree with the recommendations made by the PRC. The welding faculty are currently in the middle of planning a new course sequence that will help alleviate many of the bottlenecks experienced by students. The faculty feel that an improved course sequence is the better route to alleviate bottlenecks rather than just increasing the number of sections. We are currently running classes from 7am until 10pm Monday – Thursday.

One of our weaknesses in data is knowing where our students are being employed. We have anecdotal data that we base some of our decisions on, but recognize that this can be biased. We hope to have more concrete data in the future to share.

Our SLO to PLO mapping exists, but absolutely needs better alignment and consideration.

We appreciate the PRC's commendations and recommendations.

Date summary sent to College Council: 03/11/2021
Date reviewed by College Council: 06/16/2021
College Council response or additional action: Discussion ensued see College Council minutes **Superintendent/President response/additional action:** none

PROGRAM AWARDS

Award Type	Program Type	2015-16	2016-17	2017-18	2018-19	2019-20
Associate of Science Degree	Welding	8	18	11	5	11
Grand Total		8	18	11	5	11

COURSE STATISTICS

		Academic Year				
		2015-16	2016-17	2017-18	2018-19	2019-20
DIES-48	# Sections	4	4	7	5	5
	Capacity	100	100	174	125	125
	Census Enrl	97	97	114	114	111
	Fill Rate	97.0%	97.0%	65.5%	91.2%	88.8%
	FTES	14.4	14.6	17.5	16.9	24.1
	FTEF	1.1	1.1	1.9	1.4	1.8
	FTES/FTEF	13.1	13.3	9.1	12.3	13.4
	WSCH	432.00	438.00	524.00	506.00	722.00
	DualEnrlSec	0	0	0	0	0
	OnlineSec	0	0	0	0	0
	ITV_Secondary	0	0	0	0	0
INDE-1	# Sections	3	3	4	4	4
	Capacity	100	100	125	120	120
	Census Enrl	76	71	91	95	94
	Fill Rate	76.0%	71.0%	72.8%	79.2%	78.3%
	FTES	5.1	4.9	6.1	6.3	6.3
	FTEF	0.3	0.3	0.4	0.4	0.4
	FTES/FTEF	15.6	15.0	14.1	14.7	14.5
	WSCH	152.00	146.00	182.00	190.00	188.00
	DualEnrlSec	0	0	0	0	0
	OnlineSec	0	0	0	0	0
	ITV_Secondary	0	0	0	0	0
MATH-110	# Sections	5	6	7	8	6
	Capacity	92	92	125	160	139
	Census Enrl	126	125	138	165	110
	Fill Rate	137.0%	135.9%	110.4%	103.1%	79.1%
	FTES	12.6	12.6	13.8	16.4	11.0
	FTEF	0.6	0.6	0.8	1.0	0.9
	FTES/FTEF	22.5	21.0	17.3	16.4	12.0
	WSCH	378.00	378.00	414.00	492.00	330.00
	DualEnrlSec	0	0	0	0	0
	OnlineSec	0	0	0	0	0
	ITV_Secondary	2	3	3	3	2
WELD-118	# Sections	2	2	2	4	4
	Capacity	45	40	40	90	80
	Census Enrl	50	50	59	93	82
	Fill Rate	111.1%	125.0%	147.5%	103.3%	102.5%
	FTES	3.3	3.5	4.0	6.1	5.4
	FTEF	0.3	0.3	0.3	0.5	0.5
	FTES/FTEF	12.5	13.3	15.0	11.5	10.1
	WSCH	100.00	106.00	120.00	184.00	162.00
	DualEnrlSec	0	0	0	0	0
	OnlineSec	0	0	0	0	0

	ITV_Secondary	0	0	0	0	0
WELD-170	# Sections	2	2	2	2	3
	Capacity	45	40	40	40	60
	Census Enrl	48	49	49	50	61
	Fill Rate	106.7%	122.5%	122.5%	125.0%	101.7%
	FTES	9.6	10.2	9.8	10.0	12.2
	FTEF	0.3	0.5	0.4	0.5	0.8
	FTES/FTEF	30.9	20.8	22.4	20.4	16.2
	WSCH	288.00	306.00	294.00	300.00	366.00
	DualEnrlSec	0	0	0	0	0
	OnlineSec	0	0	0	0	0
	ITV_Secondary	0	0	0	0	0
WELD-171	# Sections	2	2	2	2	2
	Capacity	40	40	40	40	40
	Census Enrl	48	54	54	42	47
	Fill Rate	120.0%	135.0%	135.0%	105.0%	117.5%
	FTES	9.6	11.0	11.2	8.4	9.4
	FTEF	0.4	0.4	0.4	0.4	0.4
	FTES/FTEF	22.0	25.9	26.4	19.8	21.7
	WSCH	288.00	330.00	336.00	252.00	282.00
	DualEnrlSec	0	0	0	0	0
	OnlineSec	0	0	0	0	0
	ITV_Secondary	0	0	0	0	0
WELD-174	# Sections	2	3	3	3	3
	Capacity	40	60	60	60	60
	Census Enrl	47	63	65	72	65
	Fill Rate	117.5%	105.0%	108.3%	120.0%	108.3%
	FTES	9.4	12.6	13.4	14.4	13.0
	FTEF	0.6	1.0	1.0	1.0	1.0
	FTES/FTEF	15.7	12.9	13.7	14.8	13.3
	WSCH	282.00	378.00	402.00	432.00	390.00
	DualEnrlSec	0	0	0	0	0
	OnlineSec	0	0	0	0	0
	ITV_Secondary	0	0	0	0	0
WELD-175	# Sections	3	2	2	3	3
	Capacity	55	40	40	60	50
	Census Enrl	60	40	43	64	55
	Fill Rate	109.1%	100.0%	107.5%	106.7%	110.0%
	FTES	12.0	8.2	8.6	12.8	11.0
	FTEF	0.6	0.7	0.7	1.0	0.8
	FTES/FTEF	18.6	12.6	13.2	13.1	14.6
	WSCH	360.00	246.00	258.00	384.00	330.00
	DualEnrlSec	0	0	0	0	0
	OnlineSec	0	0	0	0	0
	ITV_Secondary	0	0	0	0	0
WELD-178	# Sections	2	2	2	3	2
	Capacity	40	40	40	50	40

	Census Enrl	43	43	48	58	46
	Fill Rate	107.5%	107.5%	120.0%	116.0%	115.0%
	FTES	8.6	8.6	9.6	11.6	9.2
	FTEF	0.4	0.7	0.7	0.8	0.7
	FTES/FTEF	19.4	13.2	14.8	15.4	14.2
	WSCH	258.00	258.00	288.00	348.00	276.00
	DualEnrlSec	0	0	0	0	0
	OnlineSec	0	0	0	0	0
	ITV_Secondary	0	0	0	0	0
WELD-182	# Sections	10	8	9	9	9
	Capacity	46	38	51	49	52
	Census Enrl	39	40	37	43	39
	Fill Rate	84.8%	105.3%	72.5%	87.8%	75.0%
	FTES	5.8	5.9	5.5	6.4	5.8
	FTEF	0.5	0.4	0.5	0.5	0.5
	FTES/FTEF	11.1	14.7	12.0	13.3	11.5
	WSCH	175.00	178.00	166.00	193.00	173.00
	DualEnrlSec	0	0	0	0	0
	OnlineSec	0	0	0	0	0
	ITV_Secondary	0	0	0	0	0
WELD-183	# Sections	8	8	7	8	9
	Capacity	35	34	43	45	52
	Census Enrl	20	27	26	29	30
	Fill Rate	57.1%	79.4%	60.5%	64.4%	57.7%
	FTES	3.2	4.1	3.9	4.4	4.5
	FTEF	0.4	0.4	0.3	0.4	0.5
	FTES/FTEF	8.3	10.7	11.6	10.5	8.9
	WSCH	96.00	122.00	117.00	131.00	135.00
	DualEnrlSec	0	0	0	0	0
	OnlineSec	0	0	0	0	0
	ITV_Secondary	0	0	0	0	0
WELD-184	# Sections	8	8	9	8	8
	Capacity	44	44	55	50	48
	Census Enrl	41	32	33	45	32
	Fill Rate	93.2%	72.7%	60.0%	90.0%	66.7%
	FTES	6.1	4.9	5.0	6.8	4.8
	FTEF	0.5	0.4	0.5	0.5	0.4
	FTES/FTEF	12.3	11.2	10.1	15.0	10.9
	WSCH	182.00	148.00	148.00	202.00	143.00
	DualEnrlSec	0	0	0	0	0
	OnlineSec	0	0	0	0	0
	ITV_Secondary	0	0	0	0	0
WELD-186	# Sections	4	4	4	6	7
	Capacity	25	25	29	39	42
	Census Enrl	33	28	30	26	41
	Fill Rate	132.0%	112.0%	103.4%	66.7%	97.6%
	FTES	6.6	5.6	6.0	5.2	8.2

	FTEF	0.5	0.3	0.4	0.4	0.6
	FTES/FTEF	13.9	16.9	15.1	11.6	14.5
	WSCH	198.00	168.00	180.00	156.00	246.00
	DualEnrlSec	0	0	0	0	0
	OnlineSec	0	0	0	0	0
	ITV_Secondary	0	0	0	0	0
WELD-188	# Sections	8	6	7	7	7
	Capacity	39	34	52	48	48
	Census Enrl	30	42	40	47	47
	Fill Rate	76.9%	123.5%	76.9%	97.9%	97.9%
	FTES	4.5	6.2	6.1	7.0	6.9
	FTEF	0.4	0.3	0.4	0.4	0.4
	FTES/FTEF	10.6	20.9	16.2	17.8	17.5
	WSCH	134.00	187.00	184.00	210.00	208.00
	DualEnrlSec	0	0	0	0	0
	OnlineSec	0	0	0	0	0
	ITV_Secondary	0	0	0	0	0
WELD-70	# Sections	11	12	11	10	12
	Capacity	183	195	181	183	175
	Census Enrl	184	190	184	184	175
	Fill Rate	100.5%	97.4%	101.7%	100.5%	100.0%
	FTES	35.9	38.5	36.8	35.2	31.9
	FTEF	1.7	2.0	2.0	2.0	2.0
	FTES/FTEF	20.7	19.7	18.9	18.1	16.4
	WSCH	973.00	1,115.00	1,099.00	1,026.00	955.00
	DualEnrlSec	5	6	5	4	6
	OnlineSec	0	0	0	0	0
	ITV_Secondary	0	0	0	0	0
WELD-73	# Sections	3	4	4	4	4
	Capacity	45	60	60	75	80
	Census Enrl	55	69	77	83	87
	Fill Rate	122.2%	115.0%	128.3%	110.7%	108.8%
	FTES	11.0	14.2	15.8	16.4	17.4
	FTEF	0.6	0.9	1.1	1.1	1.3
	FTES/FTEF	18.7	15.5	14.4	14.8	13.4
	WSCH	330.00	426.00	474.00	492.00	522.00
	DualEnrlSec	0	0	0	0	0
	OnlineSec	0	0	0	0	0
	ITV_Secondary	0	0	0	0	0
Grand Total	# Sections	77	76	82	86	88
	Capacity	974	982	1,155	1,234	1,211
	Census Enrl	997	1,020	1,088	1,210	1,122
	Fill Rate	102.4%	103.9%	94.2%	98.1%	92.7%
	FTES	157.6	165.7	173.1	184.3	181.0
	FTEF	9.3	10.2	11.7	12.2	12.9
	FTES/FTEF	16.9	16.2	14.8	15.1	14.0
	WSCH	4,626.00	4,930.00	5,186.00	5,498.00	5,428.00

	DualEnrlSec	5	6	5	4	6
	OnlineSec	0	0	0	0	0
	ITV_Secondary	2	3	3	3	2