

Docket Item:

Community College Approval: Oregon Coast Community College, Certificate of Completion in Shipbuilding and Repair Level II within 48.0508 Welding Technology/Welder.

Summary:

Oregon Coast Community College proposes a new Certificate of Completion in Shipbuilding and Repair Level II. Higher Education Coordinating Commission (HECC) staff completed a review of the proposed program. After analysis, HECC staff recommends approval of the degree as proposed.

Staff Recommendation:

The HECC recommends the adoption of the following resolution:
RESOLVED, that the Higher Education Coordinating Commission approve the following degree: CC1 in Shipbuilding and Repair Level II.



Oregon Coast Community College seeks the Oregon Higher Education Coordinating Commission's approval to offer an instructional program leading to an Associate of Applied Science in Shipbuilding and Repair Level II.

Program Summary

The Shipbuilding and Repair Level II Certificate of Completion prepares students for careers in welding involving stick, MIG, and Flux Core Arc welding. One place where these skills are in high demand is in the maritime industry. Shipyards and ship repair facilities are expanding throughout the West Coast and along coastal river systems, and welding skills can be employed at port facilities, on ships at sea, and on oil rigs. Additionally, this Certificate offers a set of highly transferable skills that provides avenues to employment within multiple industries that employ welders (i.e., manufacturing, transportation, construction, energy and government sectors).

1. *Describe the need for this program by providing clear evidence.*

According to the American Welding Society, retirements in the welding workforce will result in a shortage of 400,000 welders by 2024. While a number of manufacturing programs exist at rural high schools along the Oregon Coast, access to training and testing for high school students leading to industry-recognized credentials is limited. While this poses significant challenges to rural CTE students in Lincoln County seeking to obtain industry-recognized credentials, the challenge is not unique to this county. Rural students throughout coastal Oregon have extremely limited access to post-secondary certificates in the industrial trades and to industry recognized credentials. Post-secondary education provides a competitive advantage in this market (per Oregon Employment Department).

2. *Does the community college utilize systemic methods for meaningful and ongoing involvement of the appropriate constituencies?*

The Welding certificates were developed in partnership with Michael Rasmussen, former head of the Welding department at Portland Community College, along with staff at the Port of Toledo main office and industrial park, Bud Shoemake and Debbie Scacco. Majalise Tolan, Secondary Director, Lincoln County School District also advised on behalf of participating high schools. Certificates have been designed to meet area needs, mainly in shipbuilding and maintenance for coastal regions.

The Port of Toledo is OCCC's lead partner for the welding certificates, for the creation of a pipeline of skilled welders to fill vacancies. The main contribution the Port is offering in its partnership is the use of its Industrial Park as a classroom and workspace for welding students.

3. *Is the community college program aligned with appropriate education, workforce development, and economic development programs?*

Together, the five proposed certificates allow the College to create a three-term sequence of offerings that develop entry-level skills in stick (SMAW) and wire feed (GMAW/FCAW) welding. SMAW is used in construction and manufacturing in environments ranging from indoors to ships out at sea. GMAW has a variety of applications ranging from small shops to major production facilities. FCAW is high-speed, portable, and well-suited to outdoor applications. All three forms of welding are suitable for applications in shipbuilding and repair.

4. *Does the community college program lead to student achievement of academic and technical knowledge, skills, and related proficiencies?*

As the county, state, and nation emerge from the pandemic, there is laser focus on workforce development initiatives. Recently, particular emphasis has been placed on building the capacity of coastal Oregon to support the Maritime Sector. While current resources and facilities allow the college to offer a three-term Certificate Program, the College is actively participating in securing grant funding for workforce development, which could further support and expand the Welding program. Until further program expansion is possible, students seeking additional training in pipefitting/steamfitting, fabrication, and advanced welding techniques can further their education at near-by Linn-Benton Community College.

5. *Does the community college identify and have the resources to develop, implement, and sustain the program?*

The College anticipates needing one full-time faculty member in Welding and at least two part-time faculty to support the delivery of the Certificates each year. Currently, the College receives approximately \$80k/year in financial support from Lincoln County School District in exchange for 18 to 20 seats per term in Welding courses.

In 2019-20 and 2020-21, Welding courses were not yet approved for Financial Aid Eligibility. As such, a variety of third party funds (LCSD, Workforce Investment Funds, and Scholarships) were used to waive tuition and fees for students. With the College now approved to offer financial aid, and with the one-year waiting period nearing conclusion for seeking F/A eligibility for new programs, the College will begin charging tuition and fees to cover instructional costs when the program is F/A eligible.

Assurances

Oregon Coast Community College has met or will meet the four institutional assurances required for program application.

1. *Access.* The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.

2. *Continuous Improvement.* The college has assessment, evaluation, feedback, and continuous improvement processes or systems in place. For the proposed program, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders. Program need and labor market information will be periodically re-evaluated and changes will be requested as needed.
3. *Adverse impact and detrimental duplication.* The college will follow all current laws, rules, and procedures and has made good faith efforts to avoid or resolve adverse *intersegmental* and *intra-segmental* impact and detrimental duplication problems with other relevant programs or institutions.
4. *Program records maintenance and congruence.* The college acknowledges that the records concerning the program title, curriculum, CIP code, credit hours, etc. maintained by the Office are the official records and it is the college's responsibility to keep their records aligned with those of the Office. The college will not make changes to the program without informing and/or receiving approval from the Office.