Los Medanos College

Welding Technology Advisory Committee Meeting Minutes

From Date: May 14, Monday 4pm to 7pm
Location: La Tapatia Restaurant – 1802 Willowpass Rd. Concord 94520 685-1985

Minutes in Italics:

1. Welcome and Introduction – News: DVC reopening their Machining program. Laney College has some machining classes scheduled. LMC will sponsor its first Welding Contest in May. Reminded committee members about a letter of support for the TAA grant.

2. Welding Technology Dept. overview:
   Enrollment of students – Both lab and theory classes are max out. Lab is extremely impacted.

   Course schedule changes – It was discussed that the daytime summer lab class was canceled due to lack of instructor.

   Class Info/Lab improvements ($35,000 in new tooling/equipment) – Many new tools and equipment was purchased for the lab which has made it much easier to fix and maintain shop equipment. Many tools were purchased for future Fabtech class.

   PSLO’s
   Survey of Alumni – The 2011 alumni survey was reviewed and discussed.

   Core Indicator Info – LMC Welding Technology completion rates were discussed and ideas were created on how to improve our completion rates. Stackable certificates should be created.

   High school recruitment and articulation – Joe performed recruiting efforts at many different schools to promote the welding program and create pathways for the students to enter LMC and complete their welding education. It was found that only Crocket High School has a metal shop industrial arts class where welding is taught. Most of the other schools offer very little welding education. However, the interest/desire by both students and teachers to learn/teach some welding is there and hopefully will increase.

   Involvement in multiple grants – Additional grants are being sought after, another Perkins grant was awarded for the 2012-2013 year!
An outline for the Fabtech class was reviewed and found to be ideal for welding student education. Committee will continue to review and form more project ideas. Ideas suggested were hammer, trivets, metal coasters, chisel, toolbox and punched hole projects.

Prerequisites to Weld 41 lab will be created. They will include the completion of Weld 10 theory and Weld 11 lab before one can take Weld 41 lab. This will ensure that only returning/advanced students take Weld 41 and will help to ensure lab openings for continuing welding students. It will also encourage the students to take the theory class and corresponding labs in order. It was recommended that more prerequisites be added to many of the welding classes, however, Joe wants to take it in smaller steps to see how it all works out.

6. Need internships/summer job opportunities for welding students – Some committee members expressed that they prefer to hire interns for a longer period than just a summer semester. They would prefer a year-long or longer period. However, this would require the student to switch from day to night classes to continue their welding education.

7. Establishment of future meeting date: the week of October 15th, tbd. Joe will notify members in October.
May 17, 2012

Hi Joe,

I just wanted to give you my conclusions on the Advisory Committee meeting held on 05/14/12 (Los Medanos College Welding Technology). I think that you are absolutely on the right track in what your trying to do to improve the Welding Program at Los Medanos. I think that your idea of a greater number of more simplified Certificates of Achievement in the different welding processes, leading up to the accumulation of the entire Welding Package for the truly motivated student while at the same time satisfying the College's "Successful Completion" requirements and the needs of the average student, is perfect. Also, your idea of an introductory course in standard shop-tool use is a very good one. I myself would have benefited greatly from a course like that when I first started. I think that if you are able to follow through with these ideas of yours you will certainly improve the Los Medanos Welding Program. I am sorry that I couldn't add much input to what you've already mapped out, but you've got it so well thought out that I personally think it's ready to fly as is. I wish you the very best of luck as you move forward with this.

Sincerely,

Antonio J. De Sousa
Sandia National Laboratories
Advisory Committee Board Member
COURSE OUTLINE FOR FABRICATION TECHNIQUES

Propose a 1 unit class (1.5 hours twice a week for 18 weeks per semester)

Class size = 20 students max.

No prerequisites


Consumable fee and material fee

Description: This course covers hands-on training and use in both hand tools and power tools, layout and measuring devices, techniques on how to fabricate and repair objects, and the knowledge of how to work with metal.

Contents:

Use of measuring and layout tools – learn how to measure using different tool such as rulers, tape measures, pi tapes, framing squares, how to check for squareness, combination square uses, use of layout die and sheetmetal layout exercises, uses of the protractor and centering head, dividers, levels from line levels to torpedo, laser levels, post levels, spirit levels, and beam levels. How to check a level for accuracy. Use of scribes, soapstone, sharpies for layout and marking. Use of centerpunches to mark hole centers. Use of transfer punches to layout holes and templates. Use of micrometers and calipers to measure precisely, use of sheetmetal gages and jobbers drill gages. Exercises in both standard and metric dimensions.

Tool training and use -
How to use a variety of clamps to hold down objects. Knowledge and use of a variety of Vise-Grip clamps. Use of C-Clamps, pipe clamps, bar clamps/extenders, vises, vise soft jaws, pipe jacks, chain clamps, ratchet tie-downs, and spring clamps.

Files – the many different types and how to use them properly. Exercises and projects that just involve filing. The maintenance and storage of files.

Hacksaws – the different types and blade types. Why and where to use the different teeth/in. features of blades. Use of the hacksaw in cutting items to size.

Hammers – demonstration of the different types – claw, ball-pien, shot-peen dead blow, sledge. Use of pry bars, crow-bars, punches, chisels, roll pin punches, pin punches, and centerpunches.

Basic hand tools use- demonstration and exercises – screwdrivers type and size, pliers, crescent wrenches, pipe wrenches, box-end and open end wrenches, socket sets and types, rachets.
## LMC Quick Facts

### Student Profile - Fall 2010

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated Student Head Count</td>
<td>9,851</td>
<td></td>
</tr>
<tr>
<td>Full Time Equivalent Students (FTES)</td>
<td>4,109</td>
<td></td>
</tr>
<tr>
<td>Gender Ratio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>Age Grouping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 or Less</td>
<td>3,010</td>
<td>31%</td>
</tr>
<tr>
<td>20 to 24</td>
<td>3,302</td>
<td>33%</td>
</tr>
<tr>
<td>25 to 49</td>
<td>3,074</td>
<td>31%</td>
</tr>
<tr>
<td>50 or More</td>
<td>475</td>
<td>5%</td>
</tr>
<tr>
<td>Average Student Age</td>
<td>27</td>
<td></td>
</tr>
</tbody>
</table>

### Racial/Ethnic Composition of Student Body

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>1,667</td>
<td>17%</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td>52</td>
<td>0%</td>
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<tr>
<td>Asian</td>
<td>477</td>
<td>5%</td>
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<tr>
<td>Filipino</td>
<td>549</td>
<td>6%</td>
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<tr>
<td>Hispanic</td>
<td>2,899</td>
<td>29%</td>
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<tr>
<td>Multi-Ethnicity</td>
<td>278</td>
<td>3%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>90</td>
<td>1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>803</td>
<td>8%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>3,046</td>
<td>31%</td>
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### Unit Load

<table>
<thead>
<tr>
<th>Range</th>
<th>Count</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>0.1 - 2.9</td>
<td>680</td>
<td>7%</td>
</tr>
<tr>
<td>3.0 - 5.9</td>
<td>2,411</td>
<td>25%</td>
</tr>
<tr>
<td>6.0 - 8.9</td>
<td>1,785</td>
<td>18%</td>
</tr>
<tr>
<td>9.0 - 11.9</td>
<td>1,671</td>
<td>17%</td>
</tr>
<tr>
<td>12.0 - 14.9</td>
<td>2,406</td>
<td>24%</td>
</tr>
<tr>
<td>15+</td>
<td>908</td>
<td>9%</td>
</tr>
</tbody>
</table>

### Average GPA

- 2.63

### Educational Objective

- **Long-Term Goal**
  - 61%
- **Short-Term Goal**
  - 20%
- **Undecided/Unknown**
  - 19%

### Course Outcomes

- Success Rate: 68%
- Retention Rate: 81%

### Awards (2009-10)

- AA/AS Degrees: 355
- Certificates: 283
- Total Awards: 638

### Transfer to 4-Year Public Institutions (2009-10)

- University of California: 63
- California State University: 195
- Total Transfers: 258

## Area Quick Facts

<table>
<thead>
<tr>
<th>Measure</th>
<th>Antioch</th>
<th>Brentwood</th>
<th>Oakley</th>
<th>Pittsburg</th>
<th>Bay Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 Population (U.S. Census)</td>
<td>102,372</td>
<td>51,484</td>
<td>35,432</td>
<td>63,264</td>
<td>n/a</td>
</tr>
<tr>
<td>Unemployment Rate (BLS, July 2011) Contra Costa County: 11%</td>
<td>12.5%</td>
<td>9.8%</td>
<td>8.0%</td>
<td>17.3%</td>
<td>21.2%</td>
</tr>
<tr>
<td>2009-10 High School Graduates with UC/CSU Required Courses (CPEC)</td>
<td>24%</td>
<td>36%</td>
<td>18%</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>

1. Long-Term Educational Objectives include student declared goals to transfer with/without an Associate degree or earn a vocational degree, general education degree or certificate.

2. Short-Term Educational Objectives include student declared goals to earn/update job skills, maintain certificate/license, improve basic skills, pursue personal/career interests, or complete high schools/college credits.
# Welding

## Total Enrollment Seatcount

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Total</td>
<td>369</td>
<td>369</td>
<td>400</td>
<td>386</td>
<td>317</td>
<td>346</td>
</tr>
</tbody>
</table>

## Enrollment Change from Fa 08 to Sp 11

<table>
<thead>
<tr>
<th>All Students in courses</th>
<th>400</th>
<th>386</th>
<th>317</th>
<th>346</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Change</td>
<td>-6%</td>
<td></td>
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## Seatcount by Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Asian</th>
<th>African American</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>American Indian</th>
<th>Other non-white</th>
<th>Pacific Islander</th>
<th>White</th>
<th>Unknown</th>
<th>Students in courses</th>
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<tbody>
<tr>
<td>2009FAE</td>
<td>8</td>
<td>48</td>
<td>5</td>
<td>95</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>190</td>
<td>46</td>
<td>400</td>
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<tr>
<td>2010SPE</td>
<td>8</td>
<td>44</td>
<td>7</td>
<td>83</td>
<td>11</td>
<td>0</td>
<td>3</td>
<td>197</td>
<td>33</td>
<td>386</td>
</tr>
<tr>
<td>2010FAE</td>
<td>0</td>
<td>25</td>
<td>2</td>
<td>85</td>
<td>9</td>
<td>0</td>
<td>10</td>
<td>154</td>
<td>32</td>
<td>317</td>
</tr>
<tr>
<td>2011SPE</td>
<td>4</td>
<td>27</td>
<td>4</td>
<td>101</td>
<td>7</td>
<td>0</td>
<td>6</td>
<td>168</td>
<td>29</td>
<td>346</td>
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</table>

## Course Retention Rate

<table>
<thead>
<tr>
<th></th>
<th>Asian</th>
<th>African American</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>American Indian</th>
<th>Other non-white</th>
<th>Pacific Islander</th>
<th>White</th>
<th>Unknown</th>
<th>Course Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009FAE</td>
<td>50%</td>
<td>65%</td>
<td>71%</td>
<td>80%</td>
<td>93%</td>
<td>80%</td>
<td>100%</td>
<td>89%</td>
<td>55%</td>
<td>82%</td>
</tr>
<tr>
<td>2009SPE</td>
<td>83%</td>
<td>91%</td>
<td>100%</td>
<td>94%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>94%</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>2010FAE</td>
<td>75%</td>
<td>79%</td>
<td>100%</td>
<td>88%</td>
<td>100%</td>
<td>-</td>
<td>100%</td>
<td>95%</td>
<td>94%</td>
<td>91%</td>
</tr>
<tr>
<td>2010SPE</td>
<td>100%</td>
<td>71%</td>
<td>71%</td>
<td>94%</td>
<td>91%</td>
<td>-</td>
<td>100%</td>
<td>93%</td>
<td>94%</td>
<td>90%</td>
</tr>
<tr>
<td>2010FAE</td>
<td>44%</td>
<td>50%</td>
<td>81%</td>
<td>100%</td>
<td>-</td>
<td>90%</td>
<td>81%</td>
<td>91%</td>
<td>91%</td>
<td>80%</td>
</tr>
<tr>
<td>2011SPE</td>
<td>75%</td>
<td>52%</td>
<td>75%</td>
<td>85%</td>
<td>86%</td>
<td>-</td>
<td>100%</td>
<td>88%</td>
<td>79%</td>
<td>83%</td>
</tr>
</tbody>
</table>

% Change F'08 - S'11: 25% -13% 4% 5% -7% - 0% -2% 24% 1%

## Successful Course Completion Rate

<table>
<thead>
<tr>
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<th>Asian</th>
<th>African American</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>American Indian</th>
<th>Other non-white</th>
<th>Pacific Islander</th>
<th>White</th>
<th>Unknown</th>
<th>Course Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009FAE</td>
<td>50%</td>
<td>62%</td>
<td>71%</td>
<td>71%</td>
<td>93%</td>
<td>60%</td>
<td>100%</td>
<td>85%</td>
<td>55%</td>
<td>77%</td>
</tr>
<tr>
<td>2009SPE</td>
<td>67%</td>
<td>77%</td>
<td>89%</td>
<td>81%</td>
<td>100%</td>
<td>67%</td>
<td>100%</td>
<td>87%</td>
<td>80%</td>
<td>84%</td>
</tr>
<tr>
<td>2010FAE</td>
<td>75%</td>
<td>79%</td>
<td>100%</td>
<td>87%</td>
<td>71%</td>
<td>-</td>
<td>100%</td>
<td>89%</td>
<td>87%</td>
<td>87%</td>
</tr>
<tr>
<td>2010SPE</td>
<td>100%</td>
<td>64%</td>
<td>43%</td>
<td>90%</td>
<td>91%</td>
<td>-</td>
<td>100%</td>
<td>90%</td>
<td>91%</td>
<td>87%</td>
</tr>
<tr>
<td>2011SPE</td>
<td>75%</td>
<td>41%</td>
<td>75%</td>
<td>70%</td>
<td>86%</td>
<td>-</td>
<td>100%</td>
<td>80%</td>
<td>76%</td>
<td>74%</td>
</tr>
</tbody>
</table>

% Change F'08 - S'11: 25% -21% 4% -1% -7% - 0% -5% 21% -3%

Shaded area indicates a value of more than 3% below class average.

<table>
<thead>
<tr>
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<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
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<tbody>
<tr>
<td>Associate Degree *</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Certificate requiring 30-60 units *</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Certificate requiring 18-30 units *</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Certificate requiring 6-18 units *</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* Source: California Community Colleges Chancellor's Office

**Definitions:**

Retention Rate: Student is retained in the course to end of term. A, B, C, D, F, CR, NC, P, NP, I grade notations.

Success Rate: Student succeeds in the course to end of term. A, B, C, CR, P grade notations.
Financial Aid Repeat Course Policy
Effective July 1, 2011, the Department of Education required colleges to limit how many times students can repeat a course and still receive financial aid for that course. Once a student earns a passing grade for a course that student can only repeat the course one more time and still receive financial aid. A passing grade is defined by the college as a D- or better. If a student enrolls in a previously passed course for a third time, this course will not count for financial aid purposes.

The policy allows a student to receive financial aid under the following situations:
1. To repeat any failed or withdrawn course until a passing grade is received.
2. To repeat one time any course in which you previously received a passing grade.

"Please note that the repeat course policy for financial aid is separate from institutional academic policies regarding repeat courses."

New Policy Changes
Los Medanos College

Welding Technology Advisory Committee Meeting

Date: May 14, Monday 4pm to 7pm
Location: La Tapatia Restaurant, 1802 Willow Pass Road, Concord. 685-1985

Sign-in Sheet

1. Joe Meyer

2. Josh Johnson

3. Tony DeSousa

4. James Allmon

5. John Carlson

6. Rick Sobilo

7. Dann Gesink

8. James Adams
Los Medanos Welding Technology
2011 Alumni Survey Results

Number of Follow-up forms sent out: 8
Number returned: 4
Percentage responding to follow-up: 50% (We need to do better here!)
Number of alumni working as welders: 3 or 75%
Number working as technician: 0 or 0%
Number working in welding sales or service: 0 or 0%
Number working as self-employed: 0 or 0%
Number working as inspectors: 0 or 0%
Number working in engineering field: 0 or 0%
Number attending other schools: 1 or 25%
Number unemployed: 0 or 0%

Education level of Alumni
Certified Welder: 4 or 100%
Certificate of Achievement: 3 or 75%
Associate Degree: 2 or 50%
Bachelors or higher: 0 or 0%

LMC Welding Technology Program Response
The response for what helped the most toward learning was Lab Welding Demos (50% felt this)
and "All items were Important" (50% felt this)
and Lab Tooling Demos (25% felt this)

The response for what helped the least toward learning was None – All was Important (100% felt this)

Average Salaries for Alumni
Working as welders: $21.66/hr or $3754 per month
Average salary for only 2011 graduates: $22.50/hr, or $3900 per month
Average salary for all alumni: $21.66/hr or $3754 per month
May 37, 2012

Donna Kelly, Grant Officer
U.S. Department of Labor
Employment and Training Administration
200 Constitution Avenue
Washington, DC 20210

Dear Ms. Kelly,

Since 1949, Sandia National Laboratories has developed science-based technologies that support our national security. Through science and technology, people, infrastructure, and partnerships, Sandia’s mission is to meet national needs in five key areas: 1. Nuclear Weapons - ensuring the stockpile is safe, secure, reliable, and can support the U.S. deterrence policy; 2. Energy, Climate, & Infrastructure Security - enhancing the security of energy and other critical resources; 3. Nonproliferation - reducing the proliferation of weapons of mass destruction, and enhancing the security of critical infrastructures; 4. Defense Systems & Assessments - addressing new threats to national security; and 5. Homeland Security & Defense - helping to protect our nation against terrorism. Sandia is a government-owned/contractor operated (GOCO) facility. Sandia Corporation, a Lockheed Martin company, manages Sandia for the U.S. Department of Energy’s National Nuclear Security Administration. We seek collaborative partnerships on emerging technologies that support our mission. Sandia National Laboratories believes that our active participation in a variety of educational partnerships will strengthen our future through the success of our students.

Sandia National Laboratories strongly supports the work of the East Bay community colleges and workforce boards to work with industry and build a more employer-centered and responsive workforce system. The Design it-Build it-Ship it (DBS) framework represents a step forward in the commitment of the regional colleges to supporting advanced manufacturing, logistics, and engineering as a core economic development priority in the East Bay, and it will create a systematic way for industry to partner with the workforce boards and community colleges and address the labor needs in our industry.

Sandia National Laboratories agrees to partner with the DBS consortium through the following activities:

• Contribute expertise and technical knowledge to build/strengthen training certificates, programs, and curriculum with the community colleges and workforce boards.
• Provide feedback on work readiness, basic skills, and certification criteria in our industry to help the colleges and workforce boards improve these areas for students trained by the DBS partner colleges.

We strongly believe Design it-Build it-Ship it will dramatically improve our regional workforce and training system and we urge the Department of Labor to support and fund this initiative.

Sincerely,

[Signature]

Sandia National Laboratories

Exceptional Service in the National Interest
Change needed in community college funding

California's community college system of 113 schools and $7.1 million students is the largest and cheapest-institution of higher education in the nation. It has long been a source of pride for the state, helping many Californians earn a degree or certificate that advances their careers and productivity.

But the community college system also has a very high dropout rate and a method of financing that perpetuates this shortcoming.

In an effort to promote success and save money during a difficult economic period, Gov. Jerry Brown is proposing a sweeping and welcome change in the way community colleges are funded.

Currently, the colleges are funded based on the number of students in attendance on a single day a few weeks into the beginning of the semester. After that, funding continues regardless of how many students drop out or don't complete the classes.

This policy does not provide any financial incentive to colleges to keep students from dropping out. Brown wants to change that by basing funding on graduation rates for students seeking an associate degree, transferring to a four-year college or obtaining a certificate.

California Community College Chancellor Jack Scott, a former college administrator, says the Brown administration wants the system to focus on students with college and higher education goals and less on those who take enrollment courses or who are peripheral students without any long-range plans.

This change has been sought for years by many college administrators. With limited state resources, it makes little sense to continue funding classes for those who are not committed to attaining a degree, transfer or certificate.

Today, about 80 percent of community college students are on a path to earning a degree, moving on to a four-year college or obtaining a certificate. Of those 80 percent, only one in four attain their goals within six years.

If the governor has his way, funding would be based on the success of those 80 percent and not on a one-time census of students.

Also, Brown is seeking an increase in fees from $25 to $36 per unit, which would still be the least expensive in the nation. Fees would continue to be waived for low-income students, but only for those who clearly have a degree, certification, transfer or career advancement goal.

With limited state resources, it makes little sense to continue funding classes for those who are not committed to attaining a degree, transfer or certificate.

State, town residents need to fill potholes before race

The Argus Outpost of California's announcement last week that America's premier bicycle race will be held this year is drawing attention to the pothole-scarred roads of Mount Diablo.

The town of Danville, an opportunity to showcase the best of state's most underdeveloped region, is taking advantage. It is a logical addition. The mountain, with its stunning views, attracts more than 40,000 riders and one of the state's most challenging rides is in the county. Danville seeks to make the potholes at the start of the course.

If state parks and residents of the Bay Area's wealthy towns don't step up and raise much-needed money to improve the road, this exciting event might not be held. Funding is an important and necessary component of maintaining the quality of California's parks.

On May 13, for the second time, 7000 cyclists will ride the 20-mile course from Danville for the first time, then up and over the mountain to the start of the race.

The course will enter Mount Diablo State Park from the north and exit at the south end, traversing the northern road. The race will be a 90-mile course, not to mention the steep descent and the climb back up.

The town has taken a step in the right direction by investing in a series of improvements, including the mountain biking trail, the bike path at the Danville Country Club and the Danville bike path at the Danville Country Club.

Property owners and state officials need to hear the message. This road must be repaired and maintained to ensure safe access for all. If elected state officials don't act, they need to be prepared to pay the price for their failure.