Los Medanos College

Welding Technology Advisory Committee Meeting Minutes

From Date: **May 14, Monday 4pm to 7pm** 2012
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.*

Sandia National Laboratories

Operated for the U.S. Department of Energy's
National Nuclear Security Administration
by **Sandia Corporation**

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Welding Technologist
Org: 82541 ... Gas Transfer Systems – Experimental Operations

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Internet: ajdesou@sandia.gov

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

Advisories? – Weld 35? Math 7, Weld 10

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.

LOS MEDANOS COLLEGE

LMC Quick Facts

Student Profile - Fall 2010

Unduplicated Student Head Count	9,851
Full Time Equivalent Students (FTES)	4,109

Gender Ratio

Female	55%
Male	45%

Age Grouping	#	%
19 or Less	3,010	31%
20 to 24	3,302	33%
25 to 49	3,074	31%
50 or More	475	5%

Average Student Age	27

Racial/Ethnic Composition of Student Body

African American	1,667	17%
American Indian/Alaskan	52	0%
Asian	477	5%
Filipino	549	6%
Hispanic	2,899	29%
Multi-Ethnicity	278	3%
Pacific Islander	90	1%
Unknown	803	8%
White Non-Hispanic	3,046	31%

Unit Load

0.1 - 2.9	680	7%
3.0 - 5.9	2,411	25%
6.0 - 8.9	1,785	18%
9.0 - 11.9	1,671	17%
12.0 - 14.9	2,406	24%
15+	908	9%

Average GPA	2.63

Educational Objective

Long-Term Goal[1]	61%
Short-Term Goal[2]	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

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

[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 Objective 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	2008FAE	2009SPE	2009FAE	2010SPE	2010FAE	2011SPE
	369	369	400	386	317	346

Enrollment Change from Fa 08 to Sp 11

-6%

Seatcount by Ethnicity

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

Course Retention Rate

	Asian	African American	Filipino	Hispanic	American Indian	Other non-white	Pacific Islander	White	Unknown	Course Average
2008FAE	50%	65%	71%	80%	93%	80%	100%	89%	55%	**82%**
2009SPE	83%	91%	100%	94%	100%	100%	100%	94%	100%	**94%**
2009FAE	75%	79%	100%	88%	100%	-	100%	95%	94%	**91%**
2010SPE	100%	71%	71%	94%	91%	-	100%	93%	94%	**90%**
2010FAE	-	44%	50%	81%	100%	-	90%	81%	91%	**80%**
2011SPE	75%	52%	75%	85%	86%	-	100%	88%	79%	**83%**
% Change F'08 - S'11	***25%***	***-13%***	***4%***	***5%***	***-7%***	***-***	***0%***	***-2%***	***24%***	***1%***

Successful Course Completion Rate

	Asian	African American	Filipino	Hispanic	American Indian	Other non-white	Pacific Islander	White	Unknown	Course Average
2008FAE	50%	62%	71%	71%	93%	80%	100%	85%	55%	**77%**
2009SPE	67%	77%	89%	81%	100%	67%	100%	87%	80%	**84%**
2009FAE	75%	79%	100%	87%	71%	-	100%	89%	87%	**87%**
2010SPE	100%	64%	43%	90%	91%	-	100%	90%	91%	**87%**
2010FAE	-	16%	50%	79%	100%	-	80%	74%	75%	**72%**
2011SPE	75%	41%	75%	70%	86%	-	100%	80%	76%	**74%**
% 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.

	2007-08	2008-09	2009-10
Associate Degree *	0	1	1
Certificate requiring 30-60 units *	0	0	0
Certificate requiring 18-30 units *	0	3	2
Certificate requiring 6-18 units *	0	0	0

* 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 polices 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 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 <u>None – All was Important</u> (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

Grant Support Letter

Sandia National Laboratories

Operated for the U.S. Department of Energy's
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Antonio J. De Sousa
Senior Technologist
[illegible] Gas Transfer Systems – Experimental Operations

May 07, 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 ... . Nuclear Weapons - ensuring the stockpile is safe, secure, reliable, and can support the U.S. deterrence policy; . Energy, Climate, & Infrastructure Security – enhancing the surety of energy and other critical resources; . Nonproliferation – reducing the proliferation of weapons of mass destruction, and enhancing the surety of critical infrastructures; . Defense Systems & Assessments – addressing new threats to national security; *and* . 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,

Sandia National Laboratories

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Editorial

Change needed in community college funding

California's community college system of 122 schools and 1.7 million students is the largest and least-expensive 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.

> 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.

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 class.

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 attaining a certificate.

California Community College Chancellor Jack Scott, a former college administrator, says the Brown administration wants the system to focus on students with firm career or higher education goals and less on those who take enrichment courses or who are perpetual 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 60 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 60 percent, only one-fourth attain their goals within six years.

If the governor has his way, funding would be based on the success of those 60 percent and not on a one-time census of students.

Also, Brown is seeking an increase in fees from $26 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, certificate, transfer or career advancement goal and meet academic and progress standards.

Just how the colleges would implement the funding changes has yet to be decided. The Institute for Higher Education Leadership & Policy, which supports success-based funding, has a few worthy recommendations that should be considered by Brown. They include:

- Funding completions along with enrollments, with bonus funding for completions by disadvantaged and underprepared students.
- Giving colleges flexibility to use their funds to produce desired outcomes.
- Giving colleges flexibility to obtain the human resources they judge will best help students complete academic programs in areas that will strengthen the state and local workforce.

We also suggest that higher fees be charged for students, especially those who already have degrees, who are taking courses only for personal enrichment.

Lower levels of state funding necessitate the above changes. But they should be continued even if more money for community colleges is available as the state's economy recovers.

SUSAN TRIPP POLLARD/STAFF

A bicyclist picks up speed Thursday in Diablo as he comes down from Mount Diablo and dodges potholes near the south gate of the state park. Many of the world's top riders will have to ride through this section of road as part of the Amgen Tour of California in May.

Feb 12, 2012
Contra Costa Times

State, town's residents need to fill potholes before race

DANIEL BORENSTEIN
COLUMNIST

The Amgen Tour of California's announcement last week that America's premier bicycle race will this year include a climb up the slopes of Mount Diablo provides the Bay Area an opportunity to show off one of its most underappreciated destinations.

It's a logical addition. The mountain, with its stunning views, attracts more than 45,000 riders a year and offers one of the most challenging ascents in the region. Unfortunately, so do the potholes at the southern approach.

If state park officials and residents of some of the Bay Area's wealthiest homes don't stop their stonewalling and reach a compromise on long-overdue repairs to a small stretch of privately owned road, this exciting event might turn out to be another embarrassing showcase of dysfunctional California government.

On May 15, for the third stage of the eight-day, 750-mile race, viewers worldwide will have a chance to see teams from the United States, Germany, Italy, Netherlands, Denmark, Canada, Luxembourg and Great Britain start in San Jose, ride through Livermore and then head toward the mountain.

The tour will enter Mount Diablo State Park from the south and exit the only other road access, the northern route through Walnut Creek. Tour riders will be moving at high speeds and likely packed tightly when they hit the bone-jarring, broken pavement on the approach.

"It's a land mine," race director Jim Birrell acknowledged. He told me he will meet with area residents to try to help with repairs before world-class cyclists come whipping through. What he didn't know was he won't be the first to attempt to broker a deal.

Ron Brown, executive director of Save Mount Diablo, has tried for years. His nonprofit, dedicated to protecting the mountain from development, puts on an annual fundraising ride up the same road.

"All of the parties who have a stake in the road need to openly and objectively acknowledge their responsibility, come to the table, and have an objective conversation about what it would take to make the road safe for its users," he said.

> 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 for voter/taxpayer wrath when someone finally sues after an accident.

At issue is a one-mile stretch of Mount Diablo Scenic Boulevard. It's hardly a boulevard. Rather, it's a narrow, two-lane, substandard road that provides the only connection to the park's southern entrance.

The posh enclave of Diablo lies on the west side of the street. On the east, the private Athenian School is followed by an upscale subdivision and individual private homes. The state, which owns the park that accounts for roughly 70 percent of the motor-vehicle traffic, has held an access easement since 1931.

The first stretch of the road has been decently maintained; it's the torn-up second portion, closer to the park entrance, that's at issue. It's treacherous pavement through a series of hairpin turns, perhaps the worst major biking route in the region. The continuous potholes will form an obstacle course for tour riders, who will have little room for maneuvering.

Before the race, the state and the owners there need to repair that section. I'm told we're not talking huge sums — probably $250,000 or less. Then, for the long run, all the owners and the state need to set up a standard private road maintenance agreement that fairly apportions the ongoing costs. The state parks department has similar deals elsewhere.

So far, everyone has had a reason to say no. Property owners apparently fear they would be liable for any accidents after a faulty repair. The state is broke and financially starving the parks. Guess what, folks? If people hurt themselves, you all will be liable because you all know it's a hazard. Pay now, or pay much more later.

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 for voter/taxpayer wrath when someone finally sues after an accident.

In May, cycling fans want to see the race up Mount Diablo, not the avoidable crash at bottom. Let's look back at this event with pride, not embarrassment.

Daniel Borenstein is a staff columnist and editorial writer. Reach him at 925-943-8248 or dborenstein@bayareanewsgroup.com. Follow him at Twitter.com/borensteindan.

HOW TO HAVE YOUR SAY

Letters of up to 175 words will be considered for publication. All letters must include a full name, address and daytime phone number, plus any affiliations that would place your opinion in context.

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READERS FORUM

This week's question is: **Do you think the appellate court's ruling on Prop. 8 was correct? Why or why not?**

Your letter must reach us by 3 p.m. Wednesday.