SAC Advisory Committee

Welding technology

Transcript June 23rd 2020

**See page 38 for pipe welding discussion**

**Attendance:**

1. Zachary Diamond- SAC Instructor
2. Gregory Gonzales- SAC Instructor
3. Joshua Sprinkle- Miller Electric
4. Scott Reisetter-  SENIOR PROJECT MANAGER McWHIRTER STEEL | STEEL FABRICATORS & ERECTORS
5. Paul Moreno -IW 433
6. Mariana Ludmer, CWI, CWE, CW

AWS Los Angeles/Inland Empire Section Chairman

1. George rolla- California Welding Institute
2. Julian Gonzalez-Building Trades Century High School
3. Andrew Crook-President Dynamic Fabrication Inc.
4. Oswaldo Miranda-Sims Orange Welding Supply
5. Sergeyeva, Larisa- SAC Dean Human Services and Technology
6. David Roper- SAC Department Chair Auto, Diesel , Welding

Transcript:

**Zachary Diamond**

00:00:02Um, now I'm going to bring up on my screen. Um, it's up to you guys. If you want to minimize it out. I sent you guys the the agenda yesterday or a couple of

* 00:00:15A week or two ago, but I'm going to bring it up right now, just in case if you don't have it. And like I said, Please, please feel free to
* 00:00:27Close it down. If it's a if it's a distraction. I'm going to be taking notes up here. So if there's something that you would like to kind of revisit or add on later on, please feel free to chime in. Or, you know, say hey you missed it, or it really should be added on.
* 00:00:49So all you guys should be seeing a big word document Santa Ana college advisory committee meeting held today.
* 00:00:58So we want to first thank you for your time and effort to joining this advisory committee meeting.
* 00:01:06It's actually, to be honest, I was kind of mixed about holding it online. But you know, I feel good. It's great to see participants show up. So it's that it's that two thumbs up. I'm happy to see you guys here and
* 00:01:21Have these conversations with you. So let's get going with the agenda of basic introductions.
* 00:01:28My name is Zachary diamond. As you guys know, or might not know I am a full time instructor. One of the full time instructor at Santa Ana college
* 00:01:40And of me and Greg. What I would like to say as far as the program is I really enjoy working with Greg because we have
* 00:01:51Many goals and many projects to be working on. And I, and I appreciate you guys joining this effort to make those goals come true. And we'll talk about those goals. So I'll hand it over to Greg.
* 

**Gregory Gonzales**

00:02:07My name is Greg Gonzales. I'm the other and full time welding instructor at Santa Ana College. My background. For those of you that don't know is, you know, I started welding. When I was about 810 years old and my dad shop building hot rods and nostalgia drag stirs

* 00:02:27Kind of fell away from the trade in my later years, ended up going to College of the Canyons and jack Compton jack got me interested to go into 433 which I was in there for a while and
* 00:02:45Injured and now I'm teaching over at Santa Ana college and you know I really enjoy it. Like, Zach was saying.
* 00:02:53We came into a program that I mean if you want to be a teacher and you know you want to design a program
* 00:03:01We came into, you know, a program that was basically ours to mold and right now we're in going into year two.
* 00:03:11Of creating hopefully what will be the premier welding program in Southern California, you know, we're trying to, you know, really hone it in on what the industry demands are. That's why I'm really glad to see you know the representatives that we have here tonight.
* 00:03:32Because we have people from different fields in different areas that you know we want your guys's advice, you know, to help us create something that's going to produce a you know a quality employer or employee for you guys. So, you know, thank you for being here. You guys
* 00:03:53Let's just go through introductions, everybody.
* 
* **Joshua Sprinkle**
* 00:03:58Hey guys, Josh. Sprinkle here with Miller electric
* 
* **Gregory Gonzales**
* 00:04:05Hi there.
* 

**Joshua Sprinkle**

00:04:06Hey, I'm not sure you're seeing me just before the gym so sorry about all this will start drinking later.

* 00:04:15been in the industry for basically all my life, my father's been in this business and I joined the Navy to get out of the welding business and became a rescue swimmer.
* 00:04:25case you didn't know this a lifeguard is not really a very good career. So my dad wasn't as dumb as I thought he was I came out and was a welder for keywords. When I came out of the Navy right away.
* 00:04:36And and then somehow finagle my way into the the Technical Sales world. So good to see you guys doing this. And thank you for having me here.
* 

**Scott**

00:04:51Register with McWhirter steel. I'm the Senior Project Manager here McWhorter steel services all the California Nevada.

* 00:05:03We're in a really good growth phase right now and I really enjoyed the inaugural kickoff last year and looking to participate, again this year.
* 

**Gregory Gonzales**

00:05:15Thanks Scott

* 

**Paul Moreno IW 433**

00:05:20Hey, good afternoon. My name is Paul Marino business engine with the workers local 433

* 00:05:27Glad I could finally make a call.
* 00:05:31So it's good to be here and
* 00:05:34We're here to help any way and you know I'm sure we'll get into. I'm going to just listen and see how this unfolds and see how we could help you know get a some of these graduates to work. I know we've been successful. I know with one for sure. So far, so it's a good thing.
* 

**Gregory Gonzales**

00:05:51Yeah, we have a joke about Lopez. It is one of our, our students and she's actually coming back next semester for evening glasses. But yeah, went up to Sacramento with the women's welders and guess last week she got pulled out of the hall and is working now. And so

* 

**Paul Moreno IW 433**

00:06:11Yeah, yeah. I said, it'll work in Mission Viejo

* 

**Gregory Gonzales**

00:06:16Awesome.

* 

**California Welding Institute**

00:06:19All right, think I'm the last one. Good evening, everybody. I'm Marianna loomer

* 00:06:26I miss CW. I've been in the industry for about, I think I'm going on 16 years now. I'm the operations manager at advanced well thick. We do a lot of consulting work with industry.
* 00:06:41And then we also run a private post secondary welding school approved by state of California, which is called California. Well, the institute the shirt I'm wearing right now because just
* 00:06:57And so we we signed a little bit different willing programs and and the colleges, but we work very closely with high schools and colleges to help them improve the welding programs and make sure that
* 00:07:12You know that we're really producing the workforce of tomorrow. Let's put that way. Right, so I'm glad to join and I hope
* 00:07:22We can be of help to you guys.
* 

**Zachary Diamond**

00:07:26Well, thank you, thank you.

* 

**Gregory Gonzales**

00:07:27Emily. I also, I also want to add that Mariana and her husband are not husband and

* 00:07:34Her partner, Joe. Sorry. Maria
* 00:07:38But their, their school out there is, you know, it's really turning out some excellent welders and the knowledge that the two of them have combined is something that has a consultant for our program that
* 00:07:53You know, we really value it Santa Ana college so and you know your your contributions to the American Welding Society to AWS as well. And so, you know, we really value your opinion and thank you for being
* 

**Zachary Diamond**

00:08:07Yes, thank you for being here.

* 

**Julian Gonzalez**

00:08:11Hey, my name is Julian Gonzales teacher at Century high school I teach the building trades Academy and we're trying to work on a lot of stuff together. So hopefully we get there.

* 

**Zachary Diamond**

00:08:22Yes, yeah. Once, once this coven blows over. Right.

* 

**Julian Gonzalez**

00:08:26And I have a kid for you guys, next semester. If we don't, we don't go back to school, Richard.

* 

**Zachary Diamond**

00:08:33Said to send all your students.

* 

**Julian Gonzalez**

00:08:35Realistically, they're just online so

* 00:08:38We'll know tonight though.
* 

**Gregory Gonzales**

00:08:39With WITH JULIAN AND CENTURY High School. What we're trying to do is

* 00:08:45We're
* 00:08:46Building a dual enrollment program. Hopefully with them so high school students can take college welding courses and get college credits for
* 

**Zachary Diamond**

00:08:57The course. Yeah, we're bringing metal shop back

* 

**Scott**

00:09:01Right on.

* 

**Zachary Diamond**

00:09:02Yeah, well,

* 00:09:09Okay.
* 

**Gregory Gonzales**

00:09:10And here's

* 

**Andrew Crook**

00:09:14Andrew a crook with dynamic fabrication. Our, our focus and welding is is a mainland the aerospace arena for

* 00:09:26Lockheed and Reiki on a SpaceX.
* 00:09:31And so we're over here on by die off by the 55 and dire.
* 

**Gregory Gonzales**

00:09:37Awesome.

* 

**Zachary Diamond**

00:09:38Well, thank you. Well, I hope, did we get everyone first before we continue,

* 

**David Roper**

00:09:43Let's do this myself. David Roper department chair. How to discipline welding. I'm not a welder. I'm just here to support

* 00:09:50Greg and Zach system Cheryl, I can answer maybe questions that are more
* 00:09:54Deal with the campus wide stuff.
* 00:09:56And I teach automotive so
* 

**Zachary Diamond**

00:09:58Yeah, I should say, probably the most important person.

* 00:10:01Or person did well once again guys thank you for being here. And as you can see there's a diversity within the welding community right in this chat.
* 00:10:13It's kind of funny saying as a chat. But yes, and that's the whole point, we want to really make sure that we present
* 00:10:21The welding industry to new students and returning students in the best possible light and show them the
* 00:10:29Most possible avenues for them to consider as a career because that's what we are really trying to achieve here is giving students the knowledge to start a career if it's TIG welding, if it's fabrication. If it's underwater welding
* 00:10:50If it's aerospace, etc, etc, or if it's pipeline, give them the the best opportunity to understand the field and then to pursue that field. So with that being said,
* 

**Gregory Gonzales**

00:11:02We, we have one more guests that just showed that

* 00:11:07Marissa showed up, we, we did introductions Tyler is
* 00:11:12I
* 

**Gregory Gonzales**

00:11:15If you could introduce yourself for everybody here, please.

* 

**Dr. Larisa Sergeyeva**

00:11:19Yes. Hi, everyone. Sorry I'm late. I'm jumping from one zoom meeting to another. Today's my day.

* 00:11:27It just seriously like starting around noon today is just zoom meeting jumping
* 00:11:37Hi, my name is Lisa and I'm the Dean of human services in technology division so well. Dean is one of our departments in our division.
* 

**Gregory Gonzales**

00:11:52And

* 00:11:53Lyrics I wonder. One great thing I
* 00:11:56You know, have to say about her is that, you know, she's really taken an interest in the welding department and really supports what Zach and I are doing
* 00:12:06As well as pretty much campus wide. We've seen a lot of really good support from administration. And so our ideas as long as is our ideas and with your guys's backing.
* 00:12:19And, you know, kind of, kind of, the advice that you give us, you know, like I said, we have the opportunity to really create a program that will will set the bar for the for the area.
* 

**Dr. Larisa Sergeyeva**

00:12:33Yes, and that's a great program we so much potential. I know we would, we could be one of the best and we should be. We should become right

* 00:12:43Yes, to serve our community and for the support of administrators. That's so true. One of the meetings, I had to the earlier.
* 00:12:56A small goodbyes to our president from the management team.
* 00:13:01And she is such great support of our division and most of our programs and honestly that was such a touching meeting. She didn't want us to do anything, again, of course we didn't plan to do it via zoom right
* 00:13:16But people were crying, you know, and I was guilty of this to and she was crying and it's just
* 00:13:25Great to have leader who really cares on the professional and personal level, right, but I'm sure that we'll get a new president who
* 00:13:36Will be it will be difficult to replace that arose your height, but I know that our departments will be supported and welding will be supported, I have no doubt of this
* 

**Zachary Diamond**

00:13:49Thank you. Loretta, and thank you for being here.

* 00:13:53So continuing on with the agenda.
* 00:13:57Welding department faculty, as you know, there are right now there are currently three or four technically faculty members associated with the welding department, you have two full time instructors which luckily you guys got to meet us Greg and myself. There's also a adjunct instructor
* 00:14:20Brendan, who teaches a Friday intro class. And there's also Aaron bond, who I I give him the title of shop manager. He is also a
* 00:14:33Really he's in instructors assistant. However, he is the guy. He knows how to operate presses know how to fix the presses gets the material organized for us. He helps us with
* 00:14:49With
* 00:14:50Cutting material for students for examinations of wealth. So he is a really all around a guy and I i gotta give my tip my hat to that gentleman right there. You're really isn't a fine asset to our, our department. I'm future faculty, um,
* 00:15:14This is, this is a as you guys know, in the business world personnel is key to success of a business right so me and Greg are always looking for quality.
* 00:15:30A key word there quality welding instructors that can always teach all processes. This is really important because if we hit the growth stage.
* 00:15:43We're going to need that personnel support. So we are currently actively looking for more adjuncts doesn't necessarily mean that they'll be put on the roster, per se.
* 00:15:54But it's good to have a pool to to choose from and to know that there's expertise to pull from. So we are always looking for and to build those
* 00:16:07adjunct connection. So with that being said, if you guys know of any potential welders that are very skilled in all processes because I say that because that really mimics our program.
* 00:16:22And keep in mind the most most well rounded welders possibly we're looking for people that can communicate the theory and the processes.
* 00:16:34To the students. So we are looking for future adjuncts and we are also looking Greg might speak to this a little bit, so I won't touch on that too much, but
* 00:16:45With SWAT funds we we received funds to add on a nighttime shop attendant assistant teacher's aide wherever whatever kind of the need is, but we are looking to kind of hire a nighttime shop manager because Aaron is only a day shift kind of guy, which leads
* 00:17:09Us instructors.
* 00:17:11By ourselves at night if anything goes down, we, we have to turn our heads to fixing the problem versus teaching. So a shop managers, one of the key positions. We're looking to fill in the very near future.
* 

**Gregory Gonzales**

00:17:28And touching on that. Go ahead, David.

* 

**David Roper**

00:17:30I just want to make sure you guys explain everyone what the minimum qualifications are for both of those positions.

* 

**Zachary Diamond**

00:17:35Okay so adjunct minimum qualifications is a AAS degree with a minimum of six years work experience a be a BS.

* 00:17:49Will not
* 

**Gregory Gonzales**

00:17:50Work experience.

* 

**Zachary Diamond**

00:17:53Yes, welding work experience of

* 00:17:56A BS with two years of welding work experience. And if not, then there will be a lengthy process of
* 00:18:07David, if you can help me out with the word that I'm looking forward to equivalencies. Thank you are, Greg. Thank you.
* 00:18:15So equivalencies process years of experience to
* 00:18:20Years of
* 00:18:24The switch over four years of experience. Excuse me.
* 

**David Roper**

00:18:28As a, as of right now, I think the years of experience is 10 years and at least 30 minutes

* 

**Zachary Diamond**

00:18:33I'm gonna say okay so

* 

**David Roper**

00:18:34They have 30 units of education doesn't matter what the education is is almost 30 units and approved.

* 00:18:39College and 10 years of experience. Mm hmm.
* 

**Gregory Gonzales**

00:18:43And what it is is really our program. The, the, we're so impacted in our waitlist and students wanting to come in and now we have the projected growth.

* 00:18:56Of, you know, not only welders that are retiring out there that need new welders coming in. But people have seen during this whole pandemic.
* 00:19:06That welders are still out there working. And so it's projected now that people that are going to be looking for new careers.
* 00:19:15The trades are really going to start being in high demand. And so, you know, with the growth of our program, we, we want to get instructors. We want to get shop assistance.
* 00:19:29You know, and we're just kind of putting it out there to you guys that may know somebody that you know may have recently retired or is looking to go into another field that may have an interest for teaching or helping people learn how to weld so
* 

**California Welding Institute**

00:19:47I'm great. And sack I over the years we've been helping a lot of welding programs colleges are op programs high schools to find. Well, the instructors.

* 00:20:01And the biggest roadblock is that, especially in the college programs is that you're looking for a degree.
* 00:20:10And Let's all be reminded that we all became welders because we didn't care that much for the books we wanted to work with our hands and a lot of people go to a college too well to learn. Well, name, but they don't care to take all the general education classes to get a degree.
* 00:20:27And when you go to join the auto workers union.
* 00:20:29Oh, it's not going to ask for a college degree, he's gonna want i want to be certified on structural steel.
* 00:20:35Am I right, slow
* 00:20:37And so, you know,
* 00:20:38Going back to the push in high schools and all that. And for, you know, we all got to go to college and get a degree or in the welding world and those parameters do not fit our industry and the college in LA Risa maybe you can
* 00:20:54You know, pass this on to to the new precedent or where am I need to get involved.
* 00:20:59The College's need to move away from looking for a retired welder that's going to have a college degree that's going to be able to teach because you're not going to find them.
* 00:21:09And they'll lengthy process and Zack mentioned about the equivalency is really putting a a huge burden on all the publicly funded programs that are requiring
* 00:21:24instructors who have degrees bachelor's degrees. I, I think I know maybe two people. And I know a lot of people are willing street but actually how the by tourists degree in anything that you know that where they can go get a
* 00:21:39Full time willing job. It's rare, they're not. It's not the norm. And so, you know, we help a lot of people and they struggle all the college programs are always hiring and it's always so difficult. And here we are trying to, you know,
* 00:21:56Get more people in the welding industry and we can't just simply because we're asking for something is unrealistic. How are we going to hire
* 00:22:05You know instructors that were our qualifications are just not the norm in this field. So I highly encourage the college to, uh, you know,
* 00:22:17Do whatever it takes to review and and kind of, you know, set different
* 00:22:25Qualification parameters for well the instructors experience should be the priority, you know, rally and like you said you're most likely going to get somebody wants to retire.
* 00:22:37And the other thing that I encourage you to do is also maybe look for specialty is don't try to find that on welder that knows how to do everything that is sort of fine on everything because
* 00:22:47Those people are also rare. Most people you know specialize in something and the you join the workers union when you hire that person. He's not gonna know how to teach aerospace TIG welding
* 00:22:59He's gonna know how to teach very well structural steel with flexible and structural steel would stake and he's gonna make a great work around us.
* 00:23:08So I also can encourage you to do to look for people that maybe like you open it up and you look for somebody who can teach your structural courses and you for somebody else to my youth teacher
* 00:23:20Take welding courses. I don't know how that works in the college world, but that would be a lot more realistic, then find a person with a bachelor's associate that can do it all.
* 

**Zachary Diamond**

00:23:31Yeah yeah yeah asking for a lot but

* 

**Gregory Gonzales**

00:23:37And I'll touch on that you know that that feedback is what we're here for. So thank you. Mariana

* 00:23:45Um, I actually my background, I did not have a degree. I was hired off of the equivalency for my work experience. And so now that I am in the position I am earning my degree at the moment.
* 00:24:01And so, you know, I agree that work experience should take priority, you know, in certain areas, as far as the trades.
* 00:24:14You know, you get somebody that is read the books as opposed to somebody that's been out there, hands on and I could see where you're coming from. Marianne, and I understand and and I know how
* 00:24:26How ironworkers is I know when when you go in there. They aren't looking for the degrees, they are looking for the certifications, though the LA City certification to be specific.
* 00:24:39If you go in there with your, with your structural steel manual and semi automatic you
* 00:24:46Kind of have your foot in the door, it still takes some time. But it's definitely what you want to go in there with and that's something that we do you offer at the college is we are an accredited testing facility for LA City.
* 

**Zachary Diamond**

00:25:01Yes. And I just want to say one one thing too.

* 00:25:05I agree, I agree with the statements. Totally. And I understand. I also want to say that one of the major things that mean Greg always talk about is also showing
* 00:25:16The students to get to the next level to get to the to understand, understand that there is higher education and not be afraid of higher education. And so it's kind of a two way street of of personnel that is teaching them.
* 00:25:34And understand that.
* 00:25:36There, there is a game to be played in this world. As far as
* 00:25:40Knowledge and working your way up the ladder and there's also specialties. Now this the thing with our field is that we're more specialty and that's more of our concern with me and gray.
* 00:25:50Is we care more about producing good welders we want welders to be knocking on your door and you say this person knows what they're doing.
* 00:25:59Good. I can work with them right it's saying I'm going for managerial spot right off right off the bat, right. So I'm room room for that discussion to grow right there and we thank you
* 

**David Roper**

00:26:11I just wanted to add to that the minimum qualifications are state mandated all hundred and 15 so community colleges require that it's not just sending a college that's everyone in an entire state.

* 

**California Welding Institute**

00:26:25Right.

* 00:26:25And I actually was that we were considering through the American woman society is a state level and bring up these issues.
* 00:26:35Really, really. I'm not kidding, it's really severely impacting all of the publicly funded programs in the state of California. He really is.
* 00:26:44And and here we are. You guys have a waitlist students waiting in and become well there's the item workers are desperate for welders and oh, we can't because we don't have, you know, the person with that you know bachelor's degree or whatever it is, like, in
* 00:26:59The college and it's just getting to the point where like being productive.
* 

**Zachary Diamond**

00:27:03Yeah. Yeah, definitely.

* 00:27:10All right. Greg, do you want to do.
* 

**Gregory Gonzales**

00:27:12Let's have Waldo introduce himself.

* 

**Waldo**

00:27:18As well. The word seems orange ones players and Ana, California.

* 00:27:22We're responsible for making sure that sound in college has all the world and gases that they need students coming into our shop and
* 

**Gregory Gonzales**

00:27:32You muted out all the

* 

**Zachary Diamond**

00:27:36We lost them.

* 

**Gregory Gonzales**

00:27:37You'd hit mute.

* 

**Zachary Diamond**

00:27:40Let me, let me unmute him if I can find them.

* 00:27:42Here I got areas are right.
* 00:27:47Up, not on. He's permanently muted.
* 

**Gregory Gonzales**

00:27:50Going

* 

**Zachary Diamond**

00:27:51Well, there is

* 00:27:53Very good.
* 

**Gregory Gonzales**

00:27:57Well, do you muted out after talking about

* 00:28:01Supplying gases for Sanjana.
* 

**Waldo**

00:28:05I'm sorry about that. We also have a program for students. It's actually a Student Accounts within come in by their jackets or welding hurts their safety equipment.

* 00:28:16Anything that's required. They get a great educational discounts and more more than that. We also make sure that we help out the college with
* 00:28:28Everything that they need welding related, you know, whether it's getting the right wire, making sure that they don't run out of gas.
* 00:28:36Well, we're trying to stay on top of it so that the the college has what they need for their students.
* 

**Zachary Diamond**

00:28:43And also also does a great job putting together those packages and making sure the students are ready to go.

* 00:28:49First day of class. So we appreciate all those help
* 

**Gregory Gonzales**

00:28:55Thank you all for being here.

* 00:28:57So,
* 

**Zachary Diamond**

00:28:59We're going to continue on.

* 00:29:02And you guys know you guys can kind of get the gist of these advisory committee meetings. But the main thing why we need your input is kind of the next point down, which is the budget and or grants.
* 00:29:15Really your input is highly valued as we try to expand and support the program we need industry to say or to guide us and to support our kind of our goals.
* 00:29:34Or to direct us into a specific type of of goals, right, we might not be able to see something right off the bat, and this is where you guys come in.
* 00:29:46And say, why don't you develop a new program for specific of specifically X, Y, and Z. Well then, me and Greg can then go to the state and say through advisory meetings we were. It was suggested that we develop a new program. And this is x y AMP z y. So your boys really helps us
* 00:30:10One.
* 00:30:12Clean up the program.
* 00:30:15Put the program on a direction where it's beneficial for the students. And then also help us expand the program into the future.
* 

**Scott**

00:30:26For us here at McWhorter steel. I'll just kind of tell you guys, you know what you're speaking about we've we've never we've never shut down during the whole

* 00:30:35Covert outbreak we've we've brought on about 40 additional employees. During this time, and we're in a growth phase, we can, we cannot hire enough qualified welders fitters grinders, you know, helpers.
* 00:30:53The biggest thing here is, you know, we're we're 100% structural so it's d 1.1 and D 1.8 and we have a it's unbelievable how many people we have that common fail their welding test, you know, they're just they they they say they can weld
* 00:31:13You know, they, they, they, you know, don't even really know what to how to even show up for a welding test. So they're not outfitted with their own hood. They're not outfitted with the right equipment and
* 00:31:27If they can get a fill it. Well that's, you know, that's about what we see. So it's unfortunate, um, you know, it's great. That's why I'm so excited to be part of this is, I really want to also get to know, California. Welding Institute.
* 00:31:44Soon.
* 00:31:45Because we do, we're desperate for quality people and
* 00:31:51to chime in on the
* 00:31:52Higher education.
* 00:31:53Part of it is we've worked. We're not only looking for good welders though we are looking for guys and gals that can
* 00:32:03You know, step up into more of a managerial role quality assurance quality control role and eventually project management, like myself, I've worked from the field up through, you know, finally got tired of being dirty and, you know, wanted to do something, you know,
* 00:32:23Within the industry to support it, but it's great that there's this program and we want to even century high school if you got someone that wants to come to the Antelope Valley and start a welding career, send them my way. No, we're, we're looking for great people.
* 

**Gregory Gonzales**

00:32:42And that's definitely an avenue that Zach.

* 00:32:45Push with our students is that at the
* 00:32:48college level with a welding program is not only are you
* 00:32:53A certain certifications from the trade.
* 00:32:58Such as the LA City and the AWS patients, but you're getting the academic certificates from the school and and accumulating those credits.
* 00:33:08For when you want to get your masters when you want to get your bachelor's when you want to get your associates, you know, you're, you're able to hold on to those credits for the future and pursue managerial positions or possibly even teaching positions, one day, so
* 

**Zachary Diamond**

00:33:26For inspection inspection positions and i think that's that's what we find so interesting when me and Greg took over, is that students weren't aware of the above and beyond of welding

* 00:33:42And the qualities and knowledge that is necessary to really understand what it takes to get to the next level. If you want to be an engineer.
* 00:33:53Like Andrew, or if you want to. If you want to go into inspection and really understand chemistry and physics and all that kind of stuff, or
* 00:34:03Metal science. I mean, and that's what we're trying to expose to our students being like, yeah, you can be a welder. But let's not forget that you can be an inspector. You can be a QC you can be someone who developed a new type of our
* 00:34:16That's out there. You know, it's just how far do you want to take your education and that's what's so cool for me about welding is I realized that so sky's the limit. You know,
* 

**Gregory Gonzales**

00:34:26Or they might fall in love with something else.

* 

**Scott**

00:34:31Know, we've we've had guys here that have

* 00:34:34Basically got, you know, from being exposed to the shop drawings and you know all the contract documents that have transition into detailing and, you know, and that, and that's a
* 00:34:49Great field for a retired welder because they understand the fit up they understand, you know, what is required, you know,
* 00:34:58To produce the shop drawings and so we've had a lot of guys that we've been steering that are starting to get into the later stage of their career, but still want to stay engaged.
* 00:35:09Men have sent them on to either get like certified in
* 00:35:12Tesla or SDS to so you know it's it's a it's a lifetime.
* 00:35:20Lifetime of opportunities.
* 00:35:21And so the more that we can do to support your guys program, whether we ever get a student from you. We just want to assist in bringing better people to the industry. Good.
* 

**Zachary Diamond**

00:35:33Well thank you Scott. Thank you.

* 00:35:36Definitely
* 

**Gregory Gonzales**

00:35:37Um, let's move on to you a budget review and grants, um,

* 00:35:44Like Zach was stating that the purpose of these advisory panels that the main purpose really is to get your guys's input for growth within the department and to fund the growth
* 00:35:58We apply for grants throughout the year.
* 00:36:02asking for money to put into the program we've been very fortunate lately.
* 00:36:09We've had a strong workforce program grants come through.
* 00:36:16We also just recently had Perkins grants that Zach applied for and we received 240,000 30 $230,000
* 00:36:30Give or take a few that's going to be going towards what were some of the projects on their
* 

**Zachary Diamond**

00:36:36NEW EQUIPMENT. So in this particular case in this particular particular funding round we went for updating our flux core machines. And we are going with

* 00:36:51With Lincoln.
* 00:36:54LX 25 and then the flex texts 315 multi process machine. So what we kind of were gifted as as Greg mentioned before is. And as for those of you that have seen the shop.
* 00:37:08We are stuck in limited process machines. So we are slowly trying to make their transition to let's say just CC machines to all process machines.
* 00:37:19And later on down the line, trying to get to all processes in a booth. So what we did with this kind of with Perkins five and this grant. Oh, specifically with a machine and welding equipment is we went after a structural kind of
* 00:37:40Structural equipment. That way we can increase the number of students that take their structural LA City tests, both
* 00:37:49Manual and semi automatic that was really the main goal with that and to also give the students the opportunity to weld on equipment that they will find in the field and newer age equipment.
* 00:38:05Also with equipment we we we got several
* 00:38:10Plasma cutters. We have a torch ME THAT IS SITTING IN OUR one of our days that we are dying to get up and running. However, if you don't have the equipment to run it, it can't run
* 00:38:21So with this grant we we finally got the plasma cutter that's going to go along with that. So we should have that up and going within the next
* 00:38:30Semester or or two if there's no serious bugs that are that are that that we come across the other type of equipment, real quickly that I'll touch on is that we increased, like I said, plasma cutter capabilities.
* 00:38:44And pipe babbling capabilities. So more students can practice pipe pipe welding and have more machines. Right now we deal with one machine for about 28
* 00:39:01Students as far as plasma cutters. This will allow us to have at least two two machines per 28 students or 26 students in our classes.
* 00:39:11So we're trying to spread out the number and increase the amount of equipment per student ratio, which is very important for us because as you guys know, and
* 00:39:21As a college setting, we only have four hours. So four hours, you better be in there. Burn, burn card. Get your cutting done and get back to your booth, because before you know it classes. Oh, right.
* 00:39:35And we don't want students waiting around saying I can't use that because X y&z student is is is on it, right. So we want to open up that opportunity. One last thing I do want to talk about what the grant is that we are increasing.
* 00:39:52Accessibility for students to access
* 00:39:56Books that will support curriculum. So as of now, there's really no welding books that can be accessed within the department or the library. So we really want accessibility to be our focus point for our curriculum and with that being said, we also put in and received
* 00:40:18Funding for laptops think 24 laptops that will go into the lab and stay in the lab. These are not to hand out and rent out. This is for accessibility to do the assignments.
* 00:40:31Possibly do design later on down the road before the torch, mate. Maybe robotics down the line. So it's going to be a those laptops are going to be key.
* 00:40:43Use in our department. And last but not least, which we are very excited about. And this is very important, and we would love to get your opinion on this.
* 00:40:53Greg and I have decided to allocate some of that grant money to go into marketing a pretty much a state of the art up to date.
* 00:41:04Welding video that is heavily obviously sac influence but really answering the who, what, where, why, and how of welding right
* 00:41:16What can you do with welding what careers, can you can you can you get etc etc. Oh, what's the pathway through through Santa Ana and our long term plan, a plan is then to kind of a target special populations, talk to women directly
* 00:41:36Have marketing material for women, giving them the insight of for welding. Same thing with
* 00:41:46You know underrepresented populations really getting getting them into the field and giving them a clear, precise.
* 00:41:55Message on what welding is all about and how it can benefit you.
* 00:42:01This marketing to we want to take this to high schools. We almost want to give it to high schools and say put this on loop on your TV right let them know that you know after after high school. This is a pathway. So this marketing is going to be used pretty much for any
* 00:42:21Any public event, but specifically when me and Greg go to high schools to speak about the program we kind of want some more visual aids to support us. So yeah, we're really looking forward to that.
* 

**Gregory Gonzales**

00:42:34And and what the marketing is is it's pretty much a promotional video, um, you know, directed towards potential students as Zach was saying, the non traditional

* 00:42:50Students that we're trying to recruit basically to our to our program, you know, more women welders more students that you know maybe first time college attendees.
* 00:43:03Minorities, you know, basically a video that's going to reach out to everybody and something that we're looking to do, possibly in future.
* 00:43:14You know, kind of student outreach as well, is I don't. A couple of you have been to previous
* 00:43:21Advisory Panel meetings, but a student outreach vehicle and I had mentioned this with Josh before and Miller electric or Miller welding company I'm
* 00:43:34Asking you know kind of what what his thoughts on it are but having a actual welding rig with some of the equipment.
* 00:43:44You know the virtual welders that we use just to go out, you know, something that's noticeable in the community that when people see it, they, they are interested, and it gains interest from those those students the potential students
* 00:44:01With previous grants as well, our strong workforce grant from last year the funding has finally reached us and with the equipment that we're building we're really trying to utilize the outdoor area that we
* 00:44:18Have on campus for structural so we'll get the students more comfortable being outdoors and working outdoors. It's one thing to work inside of a boost.
* 00:44:29But once you get outside and you see daylight. You know, sometimes students. I've seen students kind of freeze up when they get into a situation, other than being in the welding booth. And so we want to give them that that opportunity.
* 00:44:46To do you know flux core and stick and get comfortable with doing it outdoors and not just indoors, where we're
* 00:44:55Updating the electrical system outside the lighting system outside. We have the new welding equipment, the new welders the flux quarter machines and then also
* 00:45:09We just got approved. We got new fume extraction arms. If you guys have been into side the shop you seen that are fume extraction arms, where we're really beat up.
* 00:45:20And that's something that we we wish we could do with everybody right now is kind of take you through the shop and get your, your opinion on things.
* 00:45:28But we just recently got our new fume extraction arm. Then, and they are going to be installed. Next week we got two new fabrication tables from build pro
* 00:45:39For Zach and I to do demonstrations for the students. And then we also got funding for some melt view cameras.
* 00:45:48I don't know if you guys are familiar with melt view cameras. But what they are is it's an instructional aid.
* 00:45:56Where you can actually melt a small welding, it's protected the lenses are made for welding you mount it on to any of the torches or electrode holders and can project. The, the image of the weld puddle.
* 00:46:13Right there in real time up on a screen. And so it's really a tool that is going to help us with
* 00:46:22Doing the demonstrations for the students and not having to do repetitive demonstrations.
* 00:46:28Because not only can the students that are right there in front of the demonstrated in front of the instructor watching the demonstration. Watch it.
* 00:46:36But they can go over to an 85 inch monitor and watch it as well. And then if they don't get it. The, the demonstration is also recorded for them to access online.
* 00:46:49And so they can they can watch it at a different time if they want it as well.
* 00:46:54So that's, that's where some of our funding has been going right now is really trying to get the shop up to date with equipment.
* 00:47:01And then also with with this is where you know the pandemic is kind of where we say, hey, what can we do to help with instructional equipment and demonstration. So we're really fortunate to get that
* 00:47:16Curriculum review and overview. Should we move on.
* 

**Zachary Diamond**

00:47:20Yes, of course I do. I do want to say, Scott. He attended our very first

* 00:47:26Committee.
* 00:47:29Committee meeting and he gave us an excellent, excellent. I want to say, Scott. Thank you. And we mean Greg had been trying to
* 00:47:38Say fulfill your, your suggestion with with really incorporating and getting serious about blueprint and print reading
* 00:47:46And and really holding students to the standard of have a print and to the standard of a WPS
* 00:47:56And really get them in the mindset of this isn't just a wild kind of thing that you just do there's really structure to what you do and why you do it. So I want to say thank you because your suggestion has kept with me through my teaching, especially in my blueprint and
* 00:48:16My blueprint class. So I really, we're really putting emphasis on that real quickly, Greg.
* 00:48:25Greg has
* 00:48:28A and I have developed or want to really expand into structural more and take. So I talked to Andrew about this, we are expanding quickly into a advanced take class where we really want to meet the standards of aerospace and and pipe for those advanced, take, take, take students
* 

**Joshua Sprinkle**

00:48:53To reading my mind Zach is going to ask you that very question.

* 

**Zachary Diamond**

00:48:57So, yes.

* 00:48:59It's not just all structural Asana, we do me and Greg are heavily invested and interested in building a state of an art take facility to
* 00:49:12To get students to have the above entry level take processes. I mean, we don't expect all students to leave a program and know everything about
* 00:49:22An industry, obviously, but we want to give them a solid foundations like we said to give you the opportunity to work with quality.
* 00:49:32Individuals right and to give you the choice of guess they know whether they're doing or they need more practice. Um. But with that being said last last committee meeting. We did talk about the overview of curriculum. So we won't really talk about too much with that except
* 00:49:50One. Oh, go ahead.
* 

**Gregory Gonzales**

00:49:52One thing that I want to bring up is the pipe welding certification. Um, do you have the the program on your the programs.

* 

**Zachary Diamond**

00:50:04No, I don't have it up. I would have to get him.

* 

**Gregory Gonzales**

00:50:07Okay, what, what I would like to do is send an email to everybody that's here and get your opinion.

* 00:50:15We're looking at doing besides the structural and the TIG welding certification and hopefully
* 00:50:23robotics and laser welding as well, which we'll talk about here shortly, but with curriculum. We are looking to get approval for a pipe welding certification.
* 00:50:34Um, you know, as we all know, you know, welding can open many doors and, you know, it gives you the opportunity to travel. And so, you know, we want to build a program at Santa Ana college
* 00:50:51Or the pipe welding industry, and I would like to it with everybody's approval here, send you a copy of the courses, the proposed courses and get your opinion or your approval or disapproval, as far as if you feel it would be sufficient for a pipe welding certification.
* 00:51:14That's something I just wanted to touch on another thing that I didn't touch on with the grants to is that we just added 20 new TIG welding stations.
* 00:51:22And side of Santa Ana College with grant funding and thanks to you know everybody that attends these advisory panels that you know basically did the same thing that we're doing, we want to do with a pipe welding
* 00:51:36Everybody was in agreements that we needed to have more TIG welding at the school. And so we this is what we're here for. And this is what you know.
* 00:51:48If I, if I could send you guys that proposal of the courses and get your opinions on it. You know, we would really appreciate it.
* 

**Zachary Diamond**

00:51:57So actually, David just brought it up. So as you guys can see our pipe and as of now, our pipe. I'm a certificate of proficiency.

* 00:52:08Is a three course or four four course certificate three courses or just solely for pipe. Well now what we want to get your opinion on is now these are 16 week courses, too.
* 00:52:23So, you know, is that too much time. Can this is advocate be achieved in less amount of time and then substitute other classes such as a blueprint class in this certificate etc etc does pipe need to be for six or 316 unit or 16 week classes to achieve pipe skill.
* 00:52:52I'll tell you, just real briefly, and I'll love to hear you. The members of talk about this is that I find by the end of the first class students. Are you ready for six key open
* 00:53:05So, you know, do what we want. And I'll leave it at that.
* 

**David Roper**

00:53:11I just want to add something about the curriculum part

* 00:53:14This is this the this certificate is in the catalog. Now, but it is unscripted. So when students complete this it doesn't go on their transcripts, so it doesn't help them in any way to get a certificate
* 00:53:25But we would need your approval and you're a recommendation to change this exact one to a transcript certificate
* 00:53:32That's part of the process that we get advisory committee input if if your approve of the way it is, as it stands right now. Otherwise you can discuss on how you want to add or take away classes.
* 

**Gregory Gonzales**

00:53:42 Should we change the untranscripted pipe certificate to transcripted

* 

**California Welding Institute**

00:53:44Question about this pilot program I what what is it for is this to the guy that wants to go do cross country pipeline or maybe hook up with SoCal Gas or or 10 year old gas and electric and work on natural gas pipelines, or is this for like

* 00:54:05Local to 50 or the boilermakers, and go work at all refineries or, you know, in any type of pressure because that's, you know, two different certifications two different worlds.
* 

**Zachary Diamond**

00:54:16But it's all right.

* 

**California Welding Institute**

00:54:17So what is it exactly

* 00:54:21Trying to, you know, shoot for. I guess would be my question.
* 

**Scott**

00:54:24That's almost like it needs either go API or what is the SME the those two different worlds.

* 

**Zachary Diamond**

00:54:32Right, you know,

* 

**California Welding Institute**

00:54:33He'll, are you going to do a combination. And then you have several processes listed there is that one process per class, is that a combination you know that you're going to be teaching

* 00:54:46Stick route and then flux for all the way out, or a dead road and then you right so um
* 00:54:53I think you're on the right track, but it's a little more detail work as to, really, what is it you're going to be teaching it. What is it that this class is going to prepare to that student for, you know, again,
* 00:55:08For certification, but um
* 

**Zachary Diamond**

00:55:10You want industry.

* 00:55:12Right, so would you would you maybe
* 00:55:14Recommend or suggest maybe the intro a pipe would be the traditional
* 00:55:21Fill out, you know, building up the skills as far as padding is concerned.
* 00:55:26And then he doesn't
* 

**California Welding Institute**

00:55:28work quite well.

* 

**Gregory Gonzales**

00:55:29Yeah, there's our

* 

**California Welding Institute**

00:55:32He answered all your questions.

* 00:55:36So,
* 00:55:37Yeah, but no.
* 00:55:38I think that's a you know a 60,000 route and then 718, for example, that would be your basic asked me pressure piping served. That would be a really good starting point for example.
* 

**Zachary Diamond**

00:55:49I then that's what

* 

**California Welding Institute**

00:55:51That's what we do you need to consider that if you're if you're working with schedule 46 inch, you're going to do a downhill route with be 2.1

* 00:56:02Standard welding procedure and 6010 down Helen on schedule 4718 out and if you're doing schedule at then you're going to do.
* 00:56:1460 cannot bill and then everything else up, obviously. And then that's going to qualify industrial piping and other miscellaneous
* 00:56:23You know, low pressure systems and gas and whatnot. You know that that are going to require a downhill route.
* 00:56:30So I think every pipe folder should start there. That's your basic knowledge of pipe welding as you need to be able to run a route up or down with 60 then also qualify for a welder well downhill. So
* 

**Zachary Diamond**

00:56:43And we would you recommend maybe for the intermediate or advanced. That's where we get into maybe Sgt routes or

* 00:56:52Or take roots and then a different process is fill fill out.
* 

**California Welding Institute**

00:56:56The city is that advanced process.

* 00:56:59Or are you going to short circuit press for me, you know, Jimmy W short circuit is still a more advanced technique for a root bass and that's going to be downhill route on with STP or short circuit, but you don't want to start on there. I think everybody needs to learn basic
* 00:57:20Pipe willing, because that's universal done everywhere in the world in any type of piping systems and unless it's super critical that you don't get spatter in the pipe.
* 00:57:30And that's where you go to Sgt. And even then Mobil Oil and children don't even want that they actually does want to root. So now you get into the third level, you get into a combo pipe welder that can do a take root, a big fast and then either flux or 718 the rest of the
* 00:57:47Way out
* 00:57:48And may I say take root and to pass because nobody's going to want to take a chance to talk about oil companies or nuclear facilities aren't going to want to take a chance of the hot past 7080 or bloodsport blowing through a route fast so they're gonna want route and not fast.
* 00:58:09And once he got enough metal deposited, then you can switch processes. So that's a third level pipe welder, I think. And then obviously I'm stainless steel a guy's got to be able to while
* 00:58:22All the way out with teaching
* 00:58:24Also flux course stainless steel flex for Wired is pretty popular to not
* 00:58:31Not for a root fast, maybe, but definitely when you got a lot of film to do. Okay.
* 00:58:37So that's our programs are based on those needs for the industry.
* 

**Zachary Diamond**

00:58:43So,

* 

**Gregory Gonzales**

00:58:43George. Would you kind of suggest that

* 00:58:48With the pipe welding cert that we focus on one specified area, such as the schedule lady with the 6010 vertical
* 

**California Welding Institute**

00:58:57Yeah well with a 6010 vertical up but I usually start them vertical

* 00:59:06Schedule 14 is cheaper pie, it's quicker, you know, to wild so you don't spend so much time filling out with 718 it's more about the route than the fill in the gap. So you go to schedule 40 downhill route.
* 00:59:20You drag it like you do on the pipeline and because 6010 plus or, you know, five p plus or any other comparable lactose, you can lay the law down and drag it and even skated a little bit and get a just enough fusion in there.
* 00:59:35To get a good route and then once you learn it down. Do you can just switch that technique up till you could teach to appeal techniques. One, the old fashioned way. That was been done for years.
* 00:59:48That is kind of going obsolete really is the whipping with the keyhole and and and the whole 6010 read Ron, you're going to run whipping with a keyhole. And that's kind of the old days, really.
* 01:00:01If you're going to run out pill rude. Well, why don't you just drag a 6010 plus just like you do now. Now,
* 01:00:07Right, and it works really well. It's a lot quicker you you've got a lot less Phil because you're running a tighter gap and so that that you, it starts by learning how to drag it down. Neal. Now let's learn how to drag it up film.
* 

**Zachary Diamond**

01:00:19Film

* 

**California Welding Institute**

01:00:20And then if you go to schedule at. You can also teach the old school way of holding and whipping and but that's almost non existent in the industry anymore. Okay.

* 

**Zachary Diamond**

01:00:31Okay, so let's let's get this question out of the way. Do you believe that the pipe welding certificate of proficiency should be transcripted or untranscripted.

* 

**California Welding Institute**

01:00:44 Yeah, sure. I don't see why you wouldn't have it.

**Joshua Sprinkle**

01:00:45 Absolutely transcripted

**Andrew Crook**

01:00:46 Yes transcripted

**Paul Moreno IW 433**

01:00:47 Transcripted

**Waldo**

01:00:48 It would benefit the student to have it transcripted

* 

**Zachary Diamond**

01:00:49Yes. It honestly will help the student. Yes. Thank you.

* 

**California Welding Institute**

01:00:52I wanted to mention, and this

* 01:00:53Ties this about
* 01:00:57Curriculum part of the agenda with the grounds. It's that I don't forget professional development. Okay. Because you can have the greatest program in the world. They were
* 

**Zachary Diamond**

01:01:08Discussing

* 

**California Welding Institute**

01:01:08The world. But if you don't have the skills to to be able to teach those programs or if you don't have your skills and continue to learn and develop your skills as an instructor, then you know you only get to a certain level. You only get your students to a certain level.

* 01:01:26And so I see this
* 01:01:28In a lot of
* 01:01:30The college and high schools that they always buy equipment and they always have the latest a great and that's great because you need to update your equipment but they always forget to
* 01:01:41Do professional development. They're not me. Look at us. We are always in George
* 01:01:47He's been rolling for what 45 years and you never stop learning. And you always get better and you always bring that back to your school and you always help improve. Why do we teach your students better, quicker, faster, you know,
* 01:02:01And so that when they get out there, they have that in mind it.
* 01:02:04Produces well better, quicker than, you know, quicker and faster is the same better you know better quality and faster and it all starts with with the instructors and so I would highly recommend if you guys want to get into aerospace, for example.
* 01:02:18Or you have the person here that writes
* 01:02:20Helps the right one of the standards for aerospace quality, but we also do have a pretty good aerospace will be programming, I highly encourage you to get a grant and come to our school and take that class.
* 01:02:30And and take that knowledge back to your school and apply it and develop the program that you know better suits.
* 01:02:37You know your students and whatnot. And that would really help us fulfill our mission. What is not just a plug about business. It's a fulfillment of a mission that if we help other colleges upgrade their
* 01:02:51Instructor skill level and help their programs get a little bit better at it. We have actually reached a lot of people then and we feel we fulfilled.
* 01:03:02Our mission, to a certain extent. So it unfortunately instructors don't really want to go there they go. I know how to. Well, don't tell me how to do it.
* 01:03:11Right, and then that's it. They come to a plateau and then now they get complacent. They're just suddenly now they're there for a paycheck and and the people suffer as the industry.
* 01:03:23Began they get less quality welders and
* 01:03:26And people who leave college for a while the programs without really the the things that really the industry needs. So we're. How do I
* 01:03:36How do we get our professional development is because we also have our business consulting. So we go to industries and we spent a lot of time working with the employees and we see their flaws, we find ways. We do a lot of
* 01:03:51Research and we find ways to help those companies get better and new faster higher quality with less money. This is the key thing. In other words, faster and better
* 

**Zachary Diamond**

01:04:06Yes.

* 

**California Welding Institute**

01:04:06Yes, we walk away from a job like that we

* 01:04:10We gained a lot of experience, I can bring back to our classroom and we would love to share with other colleges as well. Okay. If you're more details. We can help you with that putting together a high quality.
* 

**Zachary Diamond**

01:04:22For sure. So, for sure. So along with TIG pipe is definitely on our, our, our book.

* 

**Gregory Gonzales**

01:04:30David, if you don't, are we in agreements with everybody in here guy. Give a thumbs up or a yes, actually, that this certification should be transcript is not on transcript ID.

* 01:04:42And yes,
* 01:04:43Yes. Everybody says yes.
* 01:04:45Yes. Perfect. Alright, and we will definitely you know we're going to structure the program to be, you know, what is necessary for for the field and so definitely when when Mariana and George, you know, will be asking for your input. Definitely.
* 

**Zachary Diamond**

01:05:06For sure. Yes.

* 

**Gregory Gonzales**

01:05:08Thank you for

* 

**Joshua Sprinkle**

01:05:09You guys when you're looking at the structure, the pipe program for colleges. I could see where it be difficult, where you go try and go into so many different directions. Is it possible

* 01:05:19To combine those two middle sections you have basically your advanced processes, you're armed ease your impulses all that to get an understanding and then add that fourth segment your one where you go industry specific or areas specific for pipe. I think you'll you'll turn out.
* 01:05:35Pipe welder, you know, more suited for specific industries that way, but they'll at least have the base knowledge of all processes going forward as well.
* 

**Gregory Gonzales**

01:05:43That's, that's what we're aiming for is to get everything, you know, not, not necessarily to be an expert, but to have the ability to be proficient at whatever field they go into whichever whichever path they take as far as pilot

* 

**Joshua Sprinkle**

01:06:04The absolute

* 

**Zachary Diamond**

01:06:05Now, the next real quick on the next certification that we are looking or curriculum review and slash certs that we're looking is combining right now we have a quite robust robotic

* 01:06:18Program that spans. I do believe three to four classes. So we're trying to condense those classes into a single class where students can get an entry level robotic and laser certificates.
* 01:06:37Base based
* 01:06:39Based off of this one class. So this would be the intro entry level operating kind of certificates that go along with the books that we have
* 01:06:50In our, our shop. So we are trying to kind of streamline the curriculum. So students don't get lost through the curriculum or the class program and offer as many certificates as possible.
* 01:07:05And me and Greg are thinking about calling this class. An alternative process welding certificate class. So in this class possibilities would be robotic certificate
* 01:07:19Laser certificate maybe orbital orbital welding certificate and building it out that way. So it's really one class over 16 weeks to achieve the entry level operating certificates.
* 

**Gregory Gonzales**

01:07:35And what it is is basically the the equipment that we have, we have laser star laser welders for them.

* 01:07:46On campus. And then we also have six Lincoln Electric fantastic big industrial robots all the robots are equipped for welding and we we have not had the robotics program up and running for probably, I think, three or four years now, David.
* 01:08:12Almost four years now the robotics program has been has been dormant. Um, when I went to fab tech last year I spoke with representatives from fantastic link and laser star laser stars industry certification for their laser program is a total of 16 hours of training.
* 01:08:40I'm fantastic their industry certification for robotics is 40 hours of training.
* 01:08:50The way that the program was built in the past was there was approximately eight classes. So that's, you know, how many semesters eight semesters of robotics training where our goal is to get students in and out.
* 01:09:13With the ability and the skills to be a proficient welder, but get them out quickly. You know, and so holding a student in a program at a community college for five years is kind of absurd in my mind.
* 01:09:31within that five years, you can, you know, go on and do other things you should be in the industry, I feel, you know, a student at the community college level should spam right around two years they're
* 01:09:44Earning and as I'm for the robotics program. The reason we talked about combining the two courses.
* 01:09:53Like I said, A years course a three unit course is 126 hours, David, or her 20
* 

**David Roper**

01:10:04It depends on the electrical lab ratio. It could be anywhere from 54 hours up to

* 01:10:10144 hours.
* 01:10:14For this lecture or lab.
* 

**Gregory Gonzales**

01:10:15Okay. And so the the

* 01:10:20Way that the classes were set out was that it was just prolonging it
* 01:10:25And I found that when I spoke with students that were in the advanced robotics cortices asking them to do a simple task on the robot.
* 01:10:35It seems like they had forgot even how to turn the robot on because the class was just drawn out so long and so what Zach and I want to do is combine the classes.
* 01:10:47Into approximately just one semester and a student can get their industry certifications for fantastic and for laser star I'm
* 01:11:02The laser star welding laser welders and so what what we're trying to do is find out if that's something that you guys also with with your opinion.
* 01:11:18If you feel that that's more efficient for the student more beneficial to their learning to just get one course with all the information and get the Industry Certifications or if it would be more beneficial, let's say, to draw it out into three different classes.
* 01:11:38Um, another thing too, was the enrollment numbers they the previous enrollment numbers, something they, you know, we work with our welding courses.
* 01:11:51Cap out at 20 they cap it 24 students, which are a single instructor with 24 students. Um, it is challenging, but it's doable with the robotics, since we have six robots, they were putting
* 01:12:11624 students on six robots. And so it was four students per robot. Um, I think personally what I would like to do, and also find out your guys's opinion.
* 01:12:27Is that should we lower the cap size for the robotics class to let's say to students per robot.
* 01:12:36I think to students personally myself, I think two students is good because one they can bounce off of each other and help each other.
* 01:12:46And there, and to, you know, one could be on the pendant the control pendant for the robot, while the other person is setting up the machine as well. And then also, is
* 01:13:01Robotic welding. I'm really something that's beneficial to students in Southern California, should it also be like with routers on the robots learning just how to do programming in general.
* 01:13:18Should there be a robotic welding course, should it go into manufacturing just kind of what's your guys's opinion on robotics and welding in Southern California.
* 01:13:30So,
* 

**California Welding Institute**

01:13:32I was gonna say number one.

* 01:13:34good resource for this would be team member of the canyons, obviously.
* 01:13:39I've already been one of the young, the robotic fully
* 01:13:41Programs and and he's very knowledgeable. Number two, he sits on the committee for crawl. I can remember what AWS standards is robotics welding, but there is no data center for robotic welding and I know it's evolving because just a industry. Yes. In general, well, you may want to work.
* 01:14:06I'm supposed to have the brand that certification, like, you know, fun, a link. And I know each of them has their own certification programs, but you may want to instead use the Roberts, just to
* 01:14:23Kind of get students prepare for the cross certification.
* 01:14:26So that's something that I think the neighbor would should be able to give you a pretty good input on all that he's very involved with it.
* 01:14:34And so, guys. So here's the deal. You got to consider one thing first of all four students per row one is unsafe.
* 01:14:42The robot can take somebody's head off in a second. It's not a good idea to ever in the industry. You wouldn't have any more than one operator on there. But as soon as you put two people messing around.
* 01:14:53Like the, let's say a lot of companies, the guy that knows how to program the pendant
* 01:14:58He does not a well so they call a welder over there and now you got two people in the accidents happen that way.
* 01:15:04So that's number one thing to consider it should really be one student per robot. If you could
* 01:15:09work that out. Yeah. Another thing to remind you, is that a robot is a robot, you can make the robot dance. You can make it run, you can make it do whatever you want it. Did we happen to be in an industry that
* 01:15:19We're preparing welders so now we're talking about it, not just a robot. We're talking about a welding process. Are you gonna have this robot take weld make well aluminum is it going to do as
* 01:15:32A some type of
* 01:15:34MIG welding on stainless steel or flex for process or what exactly is it going to be so now you have a world out there that every company is going to need something different. It is impossible to satisfy all the needs. So the number one thing is anybody that's going to be
* 01:15:51Enrolling and accepted into the robotics program first has to happen have full knowledge of all the welding processes and haven't been able to master that if you get into the
* 01:16:04Crawl a standard AWS is cross candor and we did a presentation and air gas at our last section meeting, I think, and I talked about it is it this standard AWS a standard has three levels of
* 01:16:18Robot operator.
* 01:16:19The guy that pushes a button that guy that programs in with a
* 01:16:24With a developed and and qualify it or or properly prepared welding procedure and then there's a level three, who's
* 01:16:32Practically, an engineer that he's a welding engineer that really knows how to prepare welding procedures development.
* 01:16:38Qualified and so on until the robot is just doing the work for the welder. That's all. And so the Level two would be the guy that gets into the programming dependent
* 01:16:48And now, is that going to be your student. I'm not so sure because he's got to be a CW AI. He's got to be able to expect. Well, so now that standard writes off your whole program and
* 01:17:00Even College of the Canyons program. So now really what you got to focus, focus on teaching all the welding processes that could be adapted to a robot and make sure that
* 01:17:11There's a strong knowledge of each one of those including aluminum made because that's very popular. You go out to Fremont, and you'll see Tesla using felonious
* 01:17:22power sources on. I can't remember what kind of robots are using. It's rice or one of those
* 01:17:28And and so they're doing aluminum, sometimes called gold medal transfer from formulas and sometimes it's just a
* 01:17:35Regular a pulse Ming. And so now you know. But then on the other hand, other industries use
* 01:17:42Robots for stainless steel fabrication and and you name it. It just goes forever and now also you're getting into. Are you going to program and machine. So should we get into additive manufacturing, for example.
* 01:17:54In other words, commonly known as 3D printing and where do you stop your program. So what I'm saying is, have a basic program that
* 01:18:02Thoroughly teaches a welding aspects of all these processes that could be adapted to a robot and then teach the simple operation and entry in
* 01:18:11entering information into that robot to make it do the proper gun angle and so on on whatever equipment. You guys have and then you, you are going to
* 01:18:21Qualify your students or give them a certificate for whatever you your equipment is don't go to phonic don't go to Lincoln whatever it is that you have you thought your students.
* 01:18:32Around and they're going to get a certificate, Sam. They were fully educated on that system. And when they get to the industry more likely they'll run into a new piece of equipment and it's
* 01:18:46Probably not going to be the entry level welder that's going to operate do much more than push the button.
* 

**Zachary Diamond**

01:18:51So kick the can we get a boat yes or no. Do you guys agree that we should condense the program down into a single class as

* 01:19:02With the title specially processes. So, or do you think we should really just focus on robotics and leave laser as a totally different type of class or
* 01:19:16Just to kind of expose students to alternative processes. Should we have this one class.
* 

**California Welding Institute**

01:19:23So you're talking about merging laser with robotics because I I would disagree with that. I think those are two different worlds, you have automatic processes and then you got robotic processes.

* 01:19:36You got mechanized box that says like orbital welding
* 01:19:39And while that's more out of my automated because you entry. The the
* 01:19:44Pro or the schedule and you push a button, it goes but you you have different levels of of machine operator welding processes. So, you know, you can teach everything. Yeah.
* 01:19:56Whatever equipment you have have dedicate your program to teaching how to use so but but laser welding is different. And it just the automated welding system. It's not robotics. It's a little bit different.
* 01:20:08And so you want to separate the two and that that's looking also put a little bit of room between one student and the other and you should I would suggest a UI orbital welding because
* 01:20:20You guys are next to the aerospace industry calm and like most aerospace companies run or with a welder's, you know, so I know like spend SpaceX is always desperate.
* 01:20:35$5 I can do more with the wealthy and he
* 01:20:38Can't find anybody. So if you can add that to your program. I think it will really be a total plots and benefit more so than the laser actually
* 01:20:48Okay, so, but as far as merging I would disagree with merging laser on robotics.
* 

**Zachary Diamond**

01:20:53Okay. Well, thank you. Thank you. Anyone else want to add to that discussion before we move on.

* 01:21:00Okay, quickly. Guys, I guess, uh, we're running out of time. I don't want to hold you for. We don't want to hold you up all night so quick.
* 01:21:07Quick note on class scheduling. We are standing strong with three blocks 8am 1pm and 6pm. This is to really maximize exposure and to allow students to choose a pathway that they want to they want to take. And so we eliminate overlap of of classes this way. It's just structured
* 01:21:30Simply as that.
* 01:21:34Next,
* 

**Gregory Gonzales**

01:21:35Big buddy you guys real quick on the starts

* 01:21:39Um, what do you guys think about a 7am star as opposed to an 8am start
* 01:21:48Being the most industries starts at 7am. Do you think it's
* 

**California Welding Institute**

01:21:52Only industrialized, you have to start at

* 

**Gregory Gonzales**

01:21:56Better to get them in there at 7am will be 8am to start preparing them to

* 

**Paul Moreno IW 433**

01:22:04Get them there at 6am

* 

**Zachary Diamond**

01:22:08With coffee though. Please.

* 

**Scott**

01:22:13Have another o'clock. Exactly. Yeah.

* 

**Zachary Diamond**

01:22:16Or

* 

**Gregory Gonzales**

01:22:17Or do you think the 8am. Start Time is is a better way to

* 

**Scott**

01:22:22Get them used to it as soon as possible.

* 

**Paul Moreno IW 433**

01:22:24Yeah, I'm used to it.

* 

**Gregory Gonzales**

01:22:26Okay, good input.

* 

**California Welding Institute**

01:22:28I would also do test more. He said it was four hours. I would suggest at least six hour class. Because realistically speaking when they, you know, get out there in the real world. They're not going to be welding to for four hours.

* 01:22:42You know, they're really got to put up with a full eight hour shift if they go to join the outworking seniors. I gotta fix it six days a week 12 hour days.
* 01:22:51And therefore welding classes, not really preparing them for that. I know it's difficult to see. Got a lot of students, but you guys might want to
* 01:22:58Think for maybe next month, next year, if not planning to embed organizer class schedule. So are you give your students at least a six hour welding time, you know, type of shifts. Yeah.
* 01:23:09And also you you spend a lot of time setting up and cleaning up and for for our
* 01:23:15Program. It just does not worth it. You lose a lot of time.
* 

**Gregory Gonzales**

01:23:18I think the reason it's four hours is because David

* 01:23:23If you want to chime in on this, too. I think the courses. The classes are eight hours per week.
* 

**David Roper**

01:23:31Has to do with scheduling. So the classes are actually four hours per day, twice a week. So Monday, Tuesday, or sorry, Monday, Wednesday or Tuesday, Thursday.

* 01:23:39The total class hours 126 hours and you divide that by 16 weeks so you get about four hours a day, we can increase the classes to 144 hours.
* 01:23:50We can even go higher than that, if we want to. But again, that would require redoing the entire curriculum and that will take about a year process that we started this year, we could maybe implemented by fall 2021 if that's something that, that that's the route to go
* 

**Dr. Larisa Sergeyeva**

01:24:05But then, let me

* 01:24:06Get to that 60. Can I add to that. Yeah. If we change total number of hours, then that's the process. Right. But we have flexibility to schedule classes and they defeat in format. In fact,
* 01:24:22We are looking with the Vice President. Now we're exploring different options for blood scheduling.
* 01:24:29For offering some classes at 7am which we don't do that often right so we can schedule that in a different way. We can schedule that instead of twice a week, we can think of scheduling.
* 01:24:43Once a week. I mean, that might be complicated, because it affects other classes as well and I but that's something that we can explore listen to advice in, see if we can play with that and possibly try to do that. W. You can end
* 

**David Roper**

01:25:02It can also do an eight week class to

* 01:25:04Yeah, there'll be all four days, and it needs.
* 

**Dr. Larisa Sergeyeva**

01:25:06To be

* 

**David Roper**

01:25:07But it may get it done.

* 

**Gregory Gonzales**

01:25:09All right.

* 

**Paul Moreno IW 433**

01:25:10Class with real quick. I'll just put a little input. And I think if you have more hours. That's better.

* 01:25:16Especially if you're trying to push someone through quick to get certified and then, you know, just for for the welding like what I see it, the school with the apprentices.
* 01:25:25I mean it's it's all hands on and it takes time to you know to get that feeling or to get that I got it. And what just by the time if it's only four hours. By the time you get up and get into it.
* 01:25:38You know, you just might not be there yet. And then bam, we gotta go yeah you know they don't come back for, you know, a couple days or even if it's the second day of the week, you know, four or five days, whatever it is, and the crazy thing is is in that timeframe. My forget
* 01:25:56That little bit of
* 01:25:57I had it and now it's gone. And they got to start again.
* 

**California Welding Institute**

01:26:01Exactly what I will

* 

**Paul Moreno IW 433**

01:26:03Tell you time

* 01:26:04To where they're ready to test
* 

**California Welding Institute**

01:26:07What you guys were saying earlier about those robotic programs that they get through, so drawn out that they start forgetting what they learned in the beginning. So that's the problem with

* 01:26:17You know, doing a short class and dragging out the program over however semester or two, and it's better to pack it in a little bit tighter and and get more intensive. So the student doesn't start
* 01:26:30Quickly forgetting what you learn the beginning. Right. So instead of 16 weeks, you know, four hours a class through eight weeks, eight hours of class.
* 

**Zachary Diamond**

01:26:40Yeah, that's a great suggestion.

* 

**Paul Moreno IW 433**

01:26:42Yeah. And then, and then the better thing with that is to that we give them a quicker opportunity to get out in the field and and you know

* 01:26:49Career and going to work.
* 01:26:51I think that's the whole goal.
* 01:26:53Yes, you know, getting these people good paying jobs.
* 01:26:56And
* 

**Paul Moreno IW 433**

01:26:58being successful in life.

* 

**Gregory Gonzales**

01:27:00In the way that I was to

* 01:27:03Tell you about my, my experience with with welding in school was Tim Baber was one of my instructors to along with jack and the program that I went through.
* 01:27:14Was not knowing anything about structural steel and in one semester going four days a week.
* 01:27:23Eight hours a day, and from not knowing structural steel. I walked away that one semester with both my LA City.
* 01:27:32Structural the semi automatic and manual and then we went. We also studied the D one one during that time and we all went and took the test as a class together.
* 01:27:43And so that was something that I've spoke with David in the past about creating a program like that where it's four days a week for somebody that really wants to go into
* 01:27:55Getting that certification, whether it be structural or if they want to get a TIG certification that aerospace certification where it's really, you know, you're committing to this semester as if it is a job. And once you get out, you know, you're gonna be able to get to work.
* 

**Zachary Diamond**

01:28:18Great input, guys, I gotta say thank you for that input. It's great. A last couple things on the agenda, being a

* 01:28:27Being Greg Yeah.
* 

**Gregory Gonzales**

01:28:28Real quick, that do you guys recommend 126 hour class or should we up it to 144 give them that more experience.

* 

**Paul Moreno IW 433**

01:28:40I think the more experienced the better.

* 

**Zachary Diamond**

01:28:45We've taken. Yes. Yeah, no, I mean it's true it and I'm sure the students. The students as you guys know, when you say, Alright, it's time to clean up and they go on, it's time to go already. So let's, let's make him happy. Let's give them more time.

* 

**Paul Moreno IW 433**

01:29:01They're really dedicated. That's what they want to do. They're gonna want to be there.

* 01:29:04Exactly.
* 

**Gregory Gonzales**

01:29:06Yeah.

* 

**Zachary Diamond**

01:29:07Hands down. That's 100% right

* 01:29:10Moving on to the Lincoln educational center, a
* 01:29:13Greg and I have been working closely and along with a lot of other key people that play an important role.
* 01:29:22In getting this up and going, but we are looking to open up a satellite campus at the Lincoln educational center which is in Garden Grove.
* 01:29:29This center would be a credit to end non credit pathway. So someone who just wants to get try welding can come there for no credit and then or
* 01:29:42And or, as you say, I'm taking for credit. This is also a great opportunity that we're going to use Lincoln educational center to
* 01:29:51Diversify equipment as well. So we're working closely with Josh to kind of expose students to different equipment that's out there and much thanks goes to the Josh of for communicating with us.
* 01:30:07The start date for that is spring 2021 so it's just a red right around the corner, there's a lot of work that needs to be done in it and hopefully we hit that deadline and
* 01:30:18This will be a great opportunity to expand the program in two different locations provide access for the community and to once again this educational center will be all processes all kinds of techniques. So it's going to be heavily utilized within our curriculum as well.
* 

**Gregory Gonzales**

01:30:42And we're also a link and Education Center is connected with Garden Grove Unified School District.

* 01:30:50After we get it going, we're hopefully looking to do something with Santa Ana unified as well and Julian.
* 01:30:57We need to find a facility to build a program over there for you guys. Um, it's a non credit. Credit non credit adult education facility.
* 01:31:09The students will have the option to apply for credit to get their units through Santa Ana college as well. We're also looking to do dual enrollment with the high school. So there. And as I was talking with Andrew earlier, is it the potential to have
* 01:31:28You know industries such as Northrop or somebody come in and train welders there as well. And we're trying to focus to there on getting that advanced TIG
* 01:31:41Um, you know, we're with, with the help of Miller and Josh were gearing that up to hopefully run all processes with tape welding, since we don't have the capability to do that at Santa Ana
* 01:31:57And so we we would actually be teaching our advanced TIG welding classes over at the Lincoln Education Center in Garden Grove, which is about 10 MINUTES FROM THE SAN and college campus so it still is.
* 01:32:13You know available for students that are sent at Santa Ana college but we're looking at that expansion in the growth out to other satellite facilities so
* 

**Zachary Diamond**

01:32:26And I guess the last but not least,

* 

**Gregory Gonzales**

01:32:29I saw the thumbs up

* 

**Zachary Diamond**

01:32:31The head. We're being Greg are really excited about that. I think it's going to be a great, great project and a great community based

* 01:32:39Facility. One other thing, real quickly on Lincoln educational center, what we plan on doing since opening in spring. We're going to have an open house in the winter. Hopefully if everything you know
* 01:32:53You guys know what I'm saying. Hopefully if it's allowable.
* 01:32:56We'll get a community kind of maybe barbecue coming through. Hey, check out this new facility that we just opened up this as well. Dean. This is what you can do, etc, etc. And then first semester.
* 01:33:07As far as getting the program up and going will be spring 2021 I guess let's talk about coven. Now this is a, you guys are in the situation that you have welders
* 01:33:22You're working around welders, you might be conducting classes. Your yourself so your input is highly valued here real quickly class structure. We are going to be utilizing indoor and outdoor space. So the whole facility has about 36 foods that we can use.
* 01:33:41Or was it 40 4042
* 01:33:45It's 3636 boot.
* 

**Gregory Gonzales**

01:33:48Ruth staggering every other booths.

* 

**Zachary Diamond**

01:33:50To. That's right. That's right.

* 01:33:52Yeah.
* 

**Gregory Gonzales**

01:33:53You didn't say cap.

* 

**Zachary Diamond**

01:33:54So we're going to be utilizing indoor and outdoor outdoor space utilizing the plastic curtains that are around the boots as barrier. So that's good for protection.

* 01:34:06One student per row per se.
* 01:34:10Or every other
* 01:34:12Hand sanitizer will be provided facemasks will be required social distancing will be required as well student safety. There's a lot of different college initiatives that are being talked about. And David or Risa might want to
* 01:34:34Maybe give a clear picture, but, um, it seems like we're leaning towards documentation of student health and temperature checks are the way that we're leaning. However, things change on the fly. So things that that's a fluid situation. So your input on this situation will be greatly
* 

**Gregory Gonzales**

01:34:57Evaluated and another, another thing that we're doing with the social distancing regulations is that we are not going to be instructing in the classrooms. So the theories

* 01:35:10As we're talking about earlier with the grants with the books with the laptops that we're going to have we're looking at getting d one ones for the students.
* 01:35:22Not to keep. But, you know, just the students that can afford it. They'll will have them readily available for them. Also, the text that we're using is modern welding
* 01:35:35Um, and so we want to purchase that so the students have those. But all instruction all assignments all lectures. It's what's called a hybrid
* 01:35:48Zach and I are in the process of getting our online training certification right now. So we'll be equipped for the accessibility for students to be taught online correctly in accordance to state regulations and distinct regulations.
* 01:36:08So we, we kind of this last semester when we shut down the campus. We started transferring all our lessons over to Canvas.
* 01:36:19Um, and so now we have online kind of a shell for each of the classes to run where the students
* 01:36:30They, you know, it kind of makes them more responsibility more responsible for their learning it, they have to be accountable and do the assignments and turn them in at the times.
* 01:36:43But it opens up now. We won't be doing the lecture on campus. They'll just be coming to the campus getting their temperature checks and getting into the booth and welding right away instead of sitting in the classroom and listening to Zach and I talk for a half hour.
* 01:37:03So I think that is it really is, you know, it's an interesting time to teach welding, as I compare it to teaching swimming online but you know where we're getting it done and you know you guys out there and see wi
* 01:37:22You guys have been teaching students. And so you know any of your guys's input as far as you know the the roadblocks that you ran into. And also, if you guys know anybody that may have some respirators that they'd like to donate
* 01:37:45Right now, but you know
* 

**California Welding Institute**

01:37:48So when it

* 01:37:50In two things that I came on with your darkness that
* 01:37:53I if you're going to be providing the books for the students that but they have to return them to the school.
* 01:38:00You want to consider. You know that they're gonna sneeze on them. They're going to touch them. And then maybe the virus doesn't live that long. So they'd be okay.
* 01:38:10After the book gets putting quarantine after their return you gotta love instead of that kind of thing seriously because the books being passed around is a is definitely a way to help the virus spread
* 01:38:24You want to be careful with that something might be just worth it. Just to give the books to the students. I don't know. I'm not
* 01:38:32Going to give you an opinion on that. That'd be up to you to decide. The other thing is
* 01:38:36Online Training is OK. You can go online and do your seminar or your class whichever. And there's a couple of things that you gotta keep in mind.
* 01:38:48Is pretty hard. It's more difficult to keep the students interested and they're likely going to just walk away, go make a sandwich or have a beer or whatever and and then just leave it running so that they fill in their time. So there are state requirement.
* 01:39:08prevent that from happening now, where if somebody just turning on a computer.
* 01:39:12And just going away. Right. Hopefully there's also things you want to kind of consider but it's going to take a greater effort of the instructor part and be more creative and do things that are going to actually appeal to the students interest.
* 01:39:26In on easily fade away on that and just kind of, you know, put you on mute, and let you talk and they're thinking about other things texting of friends and everything else. I know thing resource. Maybe I should say that you may want to look into is the AWS online video library.
* 01:39:45We I've tried it before and it's actually pretty good. I'm the kind of boring sometimes but
* 01:39:52Basically, it's like a PowerPoint style.
* 01:39:55Presentation for pretty much all the chapter. So you find a modern welding. It's kind of structured similar way and
* 01:40:04But it is kind of PowerPoint style and then he has questions and then he has final exams, so you can even, you know, instead of
* 01:40:13Turning in homework, which I would assume would be via email and not you know a hand handing the paper to you, you may consider this. It's already built in.
* 01:40:22With quizzes and you keep track of the progress of the student and you can see who's doing it. Who's not doing it was been online watching what courses. How far in the course they they've watched and all that. It's actually a pretty good resource.
* 01:40:36That you might want to consider. I can't remember what they call it. I think it's just a
* 

**Zachary Diamond**

01:40:41Video library.

* 

**California Welding Institute**

01:40:43Nerdy

* 01:40:43Or something like that.
* 

**Zachary Diamond**

01:40:45There's one. There's one downside and I'll point this out, just so you're aware of it too is that they're not a DA compliant we we looked into it and I couldn't find subtitles so i can't i can't post those videos for my

* 

**California Welding Institute**

01:40:59So they don't have subtitles.

* 01:41:01But on the right on the
* 

**Zachary Diamond**

01:41:03They have this

* 

**California Welding Institute**

01:41:06Script

* 01:41:07Oh,
* 01:41:08There we are. We, you know, it's so yeah it doesn't it doesn't have subtitles because there's very little talking in the first place. It's mostly
* 01:41:15A PowerPoint style.
* 01:41:16Well, you're reading the slide and I think somebody talks over it, but it's mostly reading the slides, if I remember correctly.
* 01:41:24And then on the left hand side you have that made you and when you expand it, you actually have the
* 01:41:29Transcript person is saying which very, very closely matches or you're actually viewing, you know, on the on the sides three in the presentation. So yeah, in a way, it is a VA console. I don't know who determine that it wasn't a DA compliant, but maybe they need to look more closely.
* 

**Zachary Diamond**

01:41:49Yeah, that was me. That was my

* 

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01:41:54Neighbor, and I've heard this from

* 01:41:55Somebody else and I don't know who made that determination there. But if you look closely, I think there's no reason why. Yeah, unless there are specific guidelines, but you can actually just read you don't need a voice to hear anything. You can actually just read everything
* 01:42:12Yeah.
* 

**Zachary Diamond**

01:42:14Which which is really nice for us is that Santa Ana

* 01:42:18Provided us a subscription based to the database to the AWS for our students. So you have
* 01:42:24To be enrolled.
* 01:42:25You have to be enrolled as a sack student, you can't you can't print. You can't copy but they can read and have access to those those videos so we me and Greg, make it a point to show it is show to our students to one either.
* 01:42:40Assign assignments or to make assignments to that database to go in and find specific maybe specifications and read up on them and or to get to those videos but we just got access to it. So we are learning about them too.
* 

**California Welding Institute**

01:42:56So it definitely doesn't replace the, the, the instructors at the college to. In other words, you got to stay in the driver's seat.

* 01:43:05Okay. And, and then you're going to assign them like you
* 01:43:09Said, you're not gonna. This is gonna be a replacement for you. What you're going to do online.
* 01:43:14This is just gonna be a you guys go to this.
* 01:43:18Course online on AWS and you complete it and come back to me and we'll discuss it sort of thing.
* 

**Zachary Diamond**

01:43:24Right. Well, thank you, thank you.

* 

**Gregory Gonzales**

01:43:26Etching on your, your comment about the books and stuff. The students won't be in the classroom. This semester. We're gonna wait till it's all done before they're even allowed to touch those books.

* 01:43:37That's something that I've already took in mind.
* 

**Zachary Diamond**

01:43:40Any other kind of safety measures that come to your mind where immediately guys, you should be doing this when students come in.

* 01:43:48Into the last
* 

**California Welding Institute**

01:43:49One of the things you got to remember is that

* 01:43:52You know, and MARIANA she's well aware that she worked for emergency preparedness for catalyze so and
* 01:44:01There's always the chance that this is going to reoccur in a different way.
* 

**Gregory Gonzales**

01:44:07Yeah.

* 

**California Welding Institute**

01:44:08Yeah. These things happen in ways that you least expected. So you plan a you know a contingency plan so that what if it does happen again next year. Let's get ready to be able to tackle any other kind of a

* 01:44:25You know event or emergency that comes up so it doesn't paralyze all our all our efforts. Right.
* 

**Zachary Diamond**

01:44:32Yeah, exactly. Exactly. All right. Well, we want

* 01:44:38We're over our hour and a half.
* 01:44:41We want to thank you sincerely being Greg one and really thank you guys. Without you without your participation in these meetings.
* 01:44:51It makes our job that much more harder. So we appreciate your support.
* 01:44:56And and we look forward to working with you guys in the
* 01:44:59Future. And that's the key. We want to continue working with you guys in the future.
* 

**Gregory Gonzales**

01:45:03And just, I mean with the last couple of minutes. Do we that we have here, is there anything that is on the top of your guys's head that we've kind of discussed that you would you would like to give us your input.

* 

**Scott**

01:45:20Couple things for you guys is

* 01:45:23In regards to AWS. Hopefully you guys are also pointing out the scholarship opportunities through AWS I've spoke to them quite a few times and
* 01:45:34They say multiple scholarships every year ago unfulfilled. They're just not getting the applicants in and so please push your students to apply for those they're willing to give the money away and and it needs to be given away so they can help our industry.
* 01:45:52And then one other thing is a steel Day is coming up, September 25 and I think we're gonna be one of the host facilities. This year, so we'll send an invite out to you and all your students and hopefully we can get you guys to come on out and we can show them some real world applications.
* 

**Zachary Diamond**

01:46:13Be great Scott

* 01:46:14That's amazing.
* 01:46:18All right, if there's no other
* 01:46:22Input. We wish you all health and happiness and enjoy your summer.
* 01:46:28You to
* 

**Zachary Diamond**

01:46:29Wake up before everyone takes off real quick, we will be holding another one. Obviously this is a bi annual event. So come November we will be thinking of before the holidays before things really get hectic with Christmas.

* 01:46:42And maybe shutdown season of the holidays will be holding another advisory committee meeting to talk about future plans and how things have gone this upcoming semester. So we look forward to seeing you and
* 

**Gregory Gonzales**

01:46:58We'd also like another possibility to. Sorry. Yes, is, you know, since we touched on robotics and pipe welding possibly having a shorter advisory panel committee to get some of your guys's input on developing those programs out. So if we can reach out to you guys and, you know, get your opinions.

* 01:47:20That would
* 01:47:21Really help us with creating those programs.
* 01:47:26Thank you.
* 01:47:28All right, let's get out of here.
* 

**Zachary Diamond**

01:47:30Alright.

* 01:47:32Guys, take care.
* 

**Gregory Gonzales**

01:47:34Leave to second.

* 

**Joshua Sprinkle**

01:47:39Hey guys, thanks for having us here.

* 

**Gregory Gonzales**

01:47:40You're welcome. Thank you.

* 01:47:43Hey guys, your
* 01:47:47Input Mariana and George
* 01:47:50Yeah, yeah. And we'll be seeing you guys soon.
* 

**Zachary Diamond**

01:47:53Yeah, I saw I signed up for the event, which for the CW I test. So I'll be seeing you guys in a few weeks.

* 01:48:02So I'm looking forward to that.
* 

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01:48:05It's so real to work with people that

* 01:48:08Are heading the right direction and with the right intent. And it's a it'll mean a lot. If we can do anything to help your program and your level of knowledge and everything skills that you're through a you guys were going to reach out to a lot of people so that that's kind of how
* 01:48:27Their work.
* 

**Gregory Gonzales**

01:48:28Right. Yeah, definitely. And I think that's, that's something that's important within the educational system is that the programs work together, you know, instead of, you know, you find people find people that you know

* 01:48:50I wouldn't say animosity, but they don't want to work together to create, you know, a quality employer for the welding industry and
* 

**Zachary Diamond**

01:49:01That's the other thing is people. People don't realize that after you leave college your trainings not. Oh, so you know you're gonna have to go somewhere else to continue your train, you know. Yeah.

* 

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01:49:15We believe that working together is always better for everybody.

* 01:49:17Yeah, when you give you get
* 01:49:19And you don't expect it, but you do get it.
* 

**Zachary Diamond**

01:49:21Yeah.

* 

**California Welding Institute**

01:49:22In return, so when it, when it, when you're like, it's mine. It's mine. It's mine. Yeah. Well, you just go home and your toys only

* 

**Zachary Diamond**

01:49:31Yeah, and that's and that's where you find you don't have it anymore.

* 01:49:34What is it
* 

**Zachary Diamond**

01:49:35You know, so, so

* 

**California Welding Institute**

01:49:37We all work together. We've we we all grow. So keep that in mind always

* 

**Gregory Gonzales**

01:49:44We're building the community. Yeah, yeah, yeah.

* 

**California Welding Institute**

01:49:49Great having a conversation with you guys really is. It's a thrill. A great meeting.

* 01:49:55Attendees so far.
* 

**Zachary Diamond**

01:49:58Thank you guys. You take care of yourselves. Alright.

* 

**California Welding Institute**

01:50:01Guys.

* 

**Zachary Diamond**

01:50:02We'll see you soon.

* 01:50:09All right.
* 01:50:10Then there's the three amigos.
* 01:50:15Okay.
* 

**Gregory Gonzales**

01:50:17He goes

* 

**Zachary Diamond**

01:50:17Oh wait, let me let me stop recording

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