SANTA ANA COLLEGE

Advisory Meeting Minutes

May 20th,2022

Attendees:

Zachary Diamond-Full Time Faculty

Greg Gonzales- Full Time Faculty

George Moore\_ 416/433 ironworkers

Nathen Martinez\_ Manson Construction

Oswaldo Morawda- Sims of Orange

Edric Adams- EA Aluminum Welding

Brandon Currin- North Organge country Rop

Sam Prediado- SCW pipe

Zach Hunter- ElectrolurgymFG

Note: See page 8 for Tig Program/class minutes

Zachary Diamond:

All right. So welcome Santa Ana advisory committee spring 2022. All right. So we got some a couple of key points that we really want your opinion on today, but we'll go off the agenda. Let's start out with just general introductions to everyone in the room. Just be advised that some new faces might join us.

my name is Zach, so full-time faculty here at SAC and really looking forward to working with the community and building out a solid program for the community.

Greg Gonzales:

And my name is Greg Gonzalez, full-time. Faculty of the welding department will be co-chair of the division or the department here, starting in the fall semester. I've been here the same amount of time exact.

We've been here about a little over four years now, came into a program that was actually deserted for semester. And so we're trying to revise it. You know, our goal is to not only make this, you know, the best training facility in Orange County, you know, we're aiming high and you know, we'd like to, you know, be nationally recognized.

George Moore :

George Moore. I'm with Ironworkers local 433 416 here in La Palma California.

We also have a school in Fontana. So we serve about 2,000 apprentices in the ironwork field. I actually brought some flyers for you for your classes for 416, which is mostly rebar. It's not. 433 is the structural rigging building of the buildings.

. You probably about 10 or 12 Santa Ana students in there. I'm the quality manager. Little bit instructor. I'm a charge all the testing I'm AWSSCWI senior certified welding. Inspector one or two ironworkers in the nation. So I know a lot about testing and 10,000s and thousands of train students and tested themselves.

Anyways, that's what I do. And that's what it is.

Brandon Curran:

Thank you. Hello everyone. My name is Brandon Curran. I'm the people pathway Coordinator at North Orange County ROP. Today, I am stepping in for Michael Sokoto who's a K14 pat for the LA OC Regional Consortium.

So basically what we do is we try to you know, bridge any gaps or support initiatives that align community college with K12 education. So for technical education pathways so we support these pathways is development and buy three provides suggestions. So again, Michael was supposed to be here today but he couldn't.

Nate Martinez:

My name is Nate Martinez, I'm welding forman for Manson Construction where a maritime construction company. We built docks and beaches deep and channels for all the ship traffic on the welding Foreman in the yard. So I come all the apprentices from our union, local 12 operating Engineers will come through.

I show them basic welding stuff and then I get a couple apprentices here and there where I get to keep and continue to teach through their career. But Other than that, that's all I do is still big shit. You. Thank you,

Erdic Adams :

Rick Adams. And I own EA aluminum welding and clearly our guitars.

Yeah and make high-end custom aluminum hollow body guitars as well. But pretty much our shops at job shop, or anything that comes in the door from aerospace. Structural steel.

Submarine stuff. Because I've got a couple friends that are really good marine architect engineers. And whenever they have projects they have me. Do it like building barges with the cranes, on them for setting pilings and stuff like that. Really. So we do some of that. We do a lot of aluminum more and more aerospace pipelines.

Gas lines, everything and almost all the stuff that we do. If you know, we might use some inner shield or dual shield if we're working on different projects but if we're doing say a substation or something like that, all of that's aluminum or all the bus welding in and stuff and we take well all of it, gas wells, gas lines and water lines.

Sam Preciado:

My name is Sam Preciado. Not a business owner yet. Hopefully one day was one of Zack and Greg's former students. I started welding at a little bit of an older age kind of didn't have any type of ambition to do a trade until I was a little bit older but definitely exact programming Greg's program, gave me a purpose, you know, and being the skill that that I value.

I became a pipe welder these last three years. A specialty, and I love it. Now, my goal is to get back to the community and hopefully keep the trade going, especially and like the low-income communities like, Santa and help the students and give them a purpose to figure out what they look.

Oswaldo Morawda

My name is Oswaldo Morawda

. I'm a county and sales representative for Sims Orange Welding Supply, One of the last small independent businesses around by welding. Gases industrial. Gases machine repairs to have Orange County parts of Coron infinitely out but we don't guess this is 1975.

We also serve the students with educational discount.

Zachary Diamond:

Greg and myself are the full-time faculty. We are in the process of hiring three new adjuncts at this current moment. We are expanding and we're expanding of more classes specifically with the 101.

Greg Gonzales:

So as of now we have the adjuncts but I can almost I would like to say I can almost guarantee that we're gonna need more adjuncts in the future. We have two adjuncts right now, but two ad jobs. Yeah, so we have Brendan Kirby who's out here right now.

He's our adjunct. He also teaches full-time over it. Fullerton College. I don't know if any of you know over there and then also Tim Schlock is our other adjunct instructor and a little word about Tim. He's going to take on the robotics program or robotics class in the fall.

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,Zach Hunter:

I'm a project manager with a lecture manufacturing. We do structural and architectural, design builds, and yeah, been doing it for the past few years. I was ensuring instructional eligible before then. So I'm not truly too.

Sure, why we're well here though?

Zachary Diamond:

Okay, yeah. Well, we're gonna get to that in a second. I took it. I took actually that bullet point off the the list because a lot of you guys are recurring guests, right? So, you guys know, the know the game but basically, the visory committee is we need community input for several reasons, right?

History and community? Yeah, so industry community input because one we can't further programs without your input. So basically you're here to help us guide what the program needs to meet industry, standards or industry needs. So we have we have curriculum up here that if you want to take a look at it and I can give you that and get an idea of what our curriculum is and what it's all about.

That's that's one aspect of advisory committees. And what advisory panels help to is with grant funding? So, your guys's input from each field and it helps us gather game money. So basically short and can't ask for money without your support, you know, or we can't, we can't pursue goals for the program without a community input or industry input.

So, that's better students, without your guys input. So that's why you're here to influence and guide or suggest for make recommendations on curriculum. If they're there needs to be changes skills that they need to know before they get out there Skills that they need to know and then obviously machinery because then if you obviously the industry is going a certain way and let's say all of a sudden everyone's using electro beam welding and we don't have it.

You guys need to say, you guys need to get yourself some electro, beam machines, and, and gets yourself some vacuums and go at it, you know? So that's why you're here. And then let alone. The other side is to form a relationship with the college. I mean, I would wish every single welding shop in the community would come to these.

You never heard about this type of welding, let me, let me talk to you about it, you know? So it's a community kind of connection with cool, right? Or if you have employees that need training and you're like, hey, Santa Ana College offers this. Well, we could send them there.

We we do a lot of labor market research and that's not really providing too much information on it. We're also looking to bring in a consultant. Um, there's a gentleman that is a lead robotics engineer for Marvel and Disney along with some other companies that's willing to come in and kind of guide us in that direction.

Greg Gonzales:

And so, first area, first topic, What's your guys' opinion on, getting a consultant to come in kind of teach us, you know, guide us where we need to go. And as far as the robotics market out there right now, anybody have any input, right? Say a couple. I don't know if we hope you're whatever.

George Moore :

I don't know if you met Tim baber, I was Tim Baker's student. Okay, well Tim's got his program at college county which is non-competitive to you and they've been running robots there. I believe since about, I'd say 2010, so that he has 12 years experience, we have the lasers, and that might be a good resource for you guys.

I don't, I wouldn't see other than, you know, having a physically be here from Santa Clarita. I would think that he would be good to share information with.

Oswaldo Morawda:

Yeah, that's very good resource. All right, brought that up and I know Tim. So Thank you. You guys have already been meeting with Max right from Lincoln?

Zachary Diamond:

I would say support us in training. But I think at the main question that we we need to answer so we can go to our our dean and show of hands. If you don't mind that way, we can get a count and make it easy is how many of you think that we should bring in a consultant?

So show a hands if you think we should bring in a consult I have a question.

Erdic Adams:

Okay. First it before, we take a vote. How many students do you guys? How many people do you normally get that come to this facility in a year for all the different welding you offer?

Zachary Diamond:

Well, I would say we have about a hundred and sixty students, a semester. So, two semesters so about 320 students a, a typical just two semester, that's just our class. And that's just our class have two other classes of 20 students. So, if you're doing that,

Erdic Adams:

How much On average because I'm not familiar with it. So, how much on average does this with a student? Make that goes out and does robotics and start in that field compared to somebody who gets his structural cert, or you teach him how to take weld and he gets like a pipe, certain TIG welding or something.

Zachary Diamond:

Well, that's that's a great question because there is two avenues with robotics there's operators, which is on/off. Come get me if there's a problem or there's programmers and that's where the consultant will come in and kind of guide us and guide the school mostly to say, where would you get the most use out of these robots?

Is it strictly is a strictly welding, or is it manufacturing and coding and programming where you're gonna get the most use out of them. And that's where we need to. Kind of have a third party come in and guide the college and making right choices because they're right now.

They're they seed in welding. So they're just thinking welding welding welding. But in reality we can only offer really one class in robotics. How are we going to keep those machines going all all week? And who's gonna pay a welder, a bunch of money to set there and push a button and doesn't know how to program it?

So that's the problem. But that's where a consultant needs to come in. And kind of say, because we, we have our meetings with administration and we give our opinions and we, we can utilize them, don't get us wrong. We could definitely utilize those route robots, but you're talking about one class out of a week, so four or five days out of the week.

Erdic Adams:

Those are still sitting idle to me. That's not a good return on investment as an education, especially so, our taxman. Exactly. So exactly, it's smart. I look at it as that right, you know, it's it's my tax dollars, that are getting this and that's, oh, that's reasons why you should be here here in the exactly.

Greg Gonzales:

So that's why we're seeking somebody to come in that, we'll say, hey, here's, you know, there's more to robotics and than just welding, right? So, so now right now, the school just sees welding heads on the robots. So they're like throw them in welding, Right?

So with your show of hands out of seven one, two, three, four, five, six seven.

How many of you would recommend bringing in a outside consultant to do a kind of walk-through of the program evaluation. So and hands up, if you agree hands down, if you don't agree, so we have on record one, two, three, four, five, six. Six out of seven. All right, perfect.

Zachary Diamond:

Greg and I utilize a lot of grants, we do put a lot of effort in writing grants so we can get supplemental funds to support us .

Greg Gonzales:

But we have a donor program through the foundation here that if a student doesn't have equipment can't afford equipment we don't want that to stop them from coming. Like I said they'll buy them their their own hood their own jacket. All the gear that they need to get started and so that way they don't have to borrow it and they actually have it for themselves and then when we get at this is the fun part is the new machinery that we get to kind of purchase for the students.

Now, the main goal when we buy new, machinery is one, what is relevant to industry? What is out there in industry? And then two kind of exposing the students to the realities that if you can dream it, you can make it. And so providing the machinery to allow them to really explore training.

So three and what job demands and then what the job demands as well. So we want equipment that they're using in the industry to train the students on. So when they get out there they can cross over.

Zachary Diamond:

So Greg and I take a, a generalized equipment approach. We like to have our students be trained on a lot of different equipment.

So they're used to a lot of a different equipment because you never know what shop you're gonna go in. And I think the worst thing that could happen and it has happened is the student goes in and says, I never touched a Miller. I don't even know what a Miller is to me.

Zachary Diamond:

So, let's let's just go over this real quick. Basically what I'm what we're asking to do in our thoughts are is an introduction to TIG class. So right now, the TIG aspect, the intro to TIG aspect is rolled into three classes, right? We were hoping that students would get the sound foundations of TIG in an intro class, intermediate in advanced.

However, you know, and this is trial , when you make curriculum is that sometimes students don't get the maximum amount of time that they deserve on TIG, just because the timing of the semester, sometimes they're stuck on projects that take up their TIG time So they don't get the dessert time of practice that they deserve.

And what I'm finding is when I run my advanced class is that students want haven't been exposed to the different alloys that might come across. So like the stainless steels, the simple TIG welding of stainless steels and aluminum. Nothing advanced. Um, and so I'm forced to kind of take my advance class and focus on basic techniques, right?

And getting them up to speed before they can really attempt harder types of joints and well. So with this idea of an intro class intro class to take or tig fundamentals would be an eight-week class to really just say, hey, this is how you set up, this is what how you weld, and then a little bit of exposure to all the different alloys that we use, which are mainly, stainless steel and aluminum carbon, and carbon steel.

So It gives an opportunity to really hone the TIG aspect of our program in the other reason why we're thinking about this is building a certificate. So we also have students that only want to learn take So within a two semester time period, they're able to walk out with a certificate in proficiency and take.

So, beginning eight week or my, I think our goal would be an eight-week class in fall and then a 16-week class of advanced and now this class already exists the 16 week of events in the spring so by the end of their first year, if they only wanted to really focus on TIG welding, they can leave school with a certificate.

So not only with the class be an eight weeks. So if you follow, if you follow the first section, it will be a one a 1.5 unit class, right? So, a total of 63 hours, nine hours of lecture, that's where you would get the fundamentals of of equipment set up and a little bit of theory and then it is 54 hours of lab hours of actual TIG welding.

So that would come out to a 1.5 unit class. So, with that being said, where does that fit into our current curriculum? Now, with a certificate, we would like to offer certificate for those students that just want. Take, I think it's wise, we have a pipe one, we have a structural steel, so, why not have a TIG cert as well?

So it will be added onto a 101 class and then a 132, which would be the name of the class. So if you weld 132 introduction to gas, tungsten arc welding, then you would take the advanced and then a math and blueprint because math and blueprint is always important for our welders.

So the certificate will come out to a total of 10.5 units, and the goal would be two semesters you walk out with a brand new certificate right to help. So then with that being said, adding on to the degree which is add on one more class to their mandatory AS degree pathway.

I we so instead of 26 units, the AS degree would be bumped up to 27.5. So, with this sheet of paper with documentation, if you guys don't mind filling this out and just saying your name, your date, and then in the first section is strictly about the class. Do you agree about formulating the class, right?

And the the choices are, I approve the creation of the new welding class. I approve with recommendations or I do not approve, So take the time to fill that out. And then the certificate and the degree, which your input is very, very valuable because this is where we have to go to the state and say we have support or we do not have support for this creation of a certificate and eating curriculum and creating curriculum as far as expansion of the degree.

So this is where you guys come really into into play. This is a little bit of organization normally like I said, we'll just take a quick boat to but I can simply scan these and then send them out to the state when when needed. Yes.

But I am gonna do an old school way of doing it, just like we did it. So show of hands out of seven. Participants here in this room. How many of you would be in favor of creating a new class, Okay? So that is six out of seven. Zach do you have a vote?

Zach Hunter:

I am a yes.

Zachary Diamond:

So we have seven out of seven. Let the record show seven out of seven approve.

So once again, just want to confirm seven out of seven, participants in favor in favor of a new class now.

Moving along, how many out of seven approve of a new certificate and expansion of the A.S Degree

Participants please raise your hands to show in favor or approve, the creation of a new certificate along with the expansion of the, AS degree, okay?

One, two, three, four, five, six, seven. So, seven just like yeah, Let the record show Seven out of Seven approve the new certificate and expansion of the the A.S Degree. Thank you

Moving on

This is very interesting fun stuff we just got out of a meeting this morning about dual enrollment for high school students. So we are constantly looking to participate in dual enrollment. Obviously, our traditional college-age students are our main population. However, outreach to the high schools, is very important and we are looking forward to building the program.

Now, the major headwinds that we come across is scheduling and participation with the high schools understanding that we are of pretty much going to be a four-hour block of welding. So, with that being said, how do we get high schools on board to say there? They have their block schedule, we have our schedule, and then how do we integrate those together where the high schools, understand that?

In order for students to participate, in our curriculum They need to come to SAC because as of now I am not aware of any high schools that have a full welding shop that can support our curriculum, meaning the for processes right off the back. So how do we get those high school students onto our campus successfully, right?

Erdic Adams:

And with funding and support and all that kind of stuff, That should be easy. Seriously, because this is one of the only countries on the planet. We're by ninth grade. You're in a trade and they're teaching you a trade. How many kids get thrown our way, basically? I mean, they throw their life away, Okay?

You're not going to college, you're not doing this. What are you doing here? After high school? Where you going to go right to mcDonald's or something? I mean to it's not like it was when I went to school because in seventh grade we had welding classes all the way through.

And that's all gone. So if you look at Europe Canada, any other country, they take the students and put them in programs. And by the time they they're done with the four years in high school whether they would have been in high school, they're actually able to go out and get a job.

They have a certification in whatever field whether it's it's electrical plumbing welding, whatever. And they're able to go to work. Yeah, so we helps the economy. It helps everybody. We're we're in heavy favor of dual enrollment and outreach to the local high schools. The question is just logistics at this point and then that's where you guys would come in and say, okay, how can we Close those gaps?

Zachary Diamond:

Now I do, I have to say this, the president dr. Nery of Santa Ana College is taking a very forward approach. She's pretty took point with this. So she understands our concerns. Like I said, we just had a meeting with her this morning and she's all about trying to find creative ways to get dual enrollment going.

But like I said, the major problem is I don't think high schools at this point can support our curriculum because they don't have the space or the machinery. So they have to come to Santa Ana in my opinion as of now, I mean a major roadblock in that is again, the space that we have and scheduling and time and faculty because we can only teach one class at a time.

Greg Gonzales:

But we're recognize h here from eight in the morning until 9 o'clock at night. So a clap three classes running each day of the week Monday, through Thursday. Now they're Friday and Saturday's hours. Yeah, right. Twelve to five or take articulation agreements with high schools? Yes, there are. We do have a couple.

Yes. Yeah. High school. Like Laura Mirada. Yeah. Involved in skills USA. We do have articulations and you collect your intro class. Yes, they could do that there because they are set up for over. Yeah, they do have it over there and that you could give them credit for that, sign it off and start your program.

And I think that I think we are in articulation with llama. Yeah, we are. Yeah. They, I think they're the only ones that really there might be one. Other one. I came that has a the capabilities of running our curriculum, but there are a couple ones that we are in constant contact.

Trying to get dual enrollment going for some reason too, I think La Habra or Fullerton. In the high school. They have a willing program. Yes. But that's I think that's out of our jurisdiction for Fullerton. Well, technically Lama Ross under Cerritos. Yeah, I know. So, I mean, that's something.

So, I don't know if you have anything you want to share or just be aware of what we're, our concerns are or kind of say. Okay, you're, you know, we should stay in the loop obviously, with you. Yes. Do you have high school Saturday identified where you want to do so pretty much all US right now we're trying to target century.

Yeah that's that's our first step right there century. High school but we had an issue with the instructor over there that his scheduling and permit him to teach when we have the block open and we were trying to work through that. But Again, it's difficult not being able to run multiple classes at the same time because usually our evening classes or cater to working individuals, working students.

Zachary Diamond:

With that being said, as everyone up for little little tour. All right, so we'll keep it quick and then we'll come back in and hear and just any final recommendations that you, you would have. That would be great. Yes, one o'clock. Let's get you guys out of here..

. Is there any a specific equipment that we should be kind of looking into? Is there any? Obviously, the building and we know this with the points of safety due to do to wear plugs are located and the amount of electrical cords not ideal. And this is something that we've been working with with the district to try to get 110 put on the back wall so we don't have to stretch cords all over the place.

Safety is one of these things that it's a constant with this building.

So any kind of recommendations that you have as far as tools and equipment safety or curriculum now's now would be a good time to share.

Nathen Martinez :

You need more space and new equipment.

Greg Gonzales:

How many of you think we need a new building?

Oh hey, six out of six. One of us left..

There is anything else that you guys would like to cover, okay?