NORCO
COLLEGE
Career & Technical Education

INDUSTRY & ADVISORY BREAKFAST 2014

Meeting Minutes

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Industry & Advisory Breakfast 2014 Agenda

Norco College
Norco, CA
May 02, 2014

7:30 am – 8:00 am	**Sign-in & Full Breakfast Buffet**
8:00 am – 8:05 am	**Master of Ceremonies** *Ashley Etchison, Employment Placement Coordinator*
8:05 am – 8:10 am	**Welcome Address** *Paul Parnell PhD, President, Norco College*
8:10 am – 8:20 am	**Industry Partnership Awards** *Brenner-Fiedler & Associates* *Simpson Strong-Tie Company*
8:20 am – 8:30 am	**Career & Technical Education Update** *Kevin Fleming PhD, Dean of Instruction, Career & Technical Education*
8:30 am – 10:00 am	**Advisory Board Discussions** *Industry subgroups & Norco College faculty* *Industry trends, program curriculum feedback & workforce preparedness* *Follow-up & next steps, internships & interest card*
10:00 am	**Adjournment**

Guidelines for Discussion

1. Introductions

2. Faculty to review curriculum changes and any hardware/software upgrades.
    a. What else should we consider to remain current with equipment, hardware, and software used in industry?

3. Advisory members to review any changes to:
    a. Industry standards
    b. State/industry certifications
    c. Special Considerations:
        i.   Feedback and approval for forthcoming Construction Management certificate and degree as well as Urban & Regional Planning certificate and degree.
        ii. Feedback and approval for forthcoming Audio Production certificate and degree.
        iii. Feedback and approval for merged Engineering certificates and degree.
        iv. Feedback and approval for forthcoming Electrician Trainee certificate and degree.
        v.   Feedback and approval for forthcoming Entrepreneurship certificate and degree.

4. Review employment procedures:
    a. How do advisory members typically recruit employees?
    b. Is there an internship process, if not how can we develop one?
    c. What qualifications do they typically ask for?
    d. Are there any recommendations for students to increases employability?

5. What could we do to improve real world, on-the-job, work experience that students receive during their program?

Industry Breakouts & Discussions

Business Administration: Entrepreneurship

Attendees:
Dr. Gail Zwart, Faculty, Business Administration
Carlos Gomez, Student Scribe
Brenda Lussier, Superior Court of CA - County of Riverside
Shannon Minter, Superior Court of CA - County of Riverside
Lenny Edwards, LT Office Products
Mark Mitchell, Director, TriTech SBDC
Mike Ryan, Safe Money Management
Sol Shapiro, Lighten Up Corona
Linda Burton, LB Life Skills
Allen Villalobos, United Way

Student Needs:

- Management skills are lacking in most businesses.
- Not being aware of laws is a big issue.
- You don't start from the top, work your way up.
- Cold calling is too costly.
- Customer acquisition is key.
- Students lack critical thinking skills.
- Brainstorming activities may be helpful for students, very successful in the Navy.
- Business models are in.

Curriculum Suggestions:

- Include regulations aspect into entrepreneur class.
- Have HR included into the course.
- Human and intellectual capital should be added.
- Team Building
- Having the business aspect would help new entrepreneur succeed.
- Get the right advice.
- Outsourcing other professions to help build business up.
- Think outside the box.
- Introduce students into support resources around the county.
    - Www.calgold.com all info to startup a business in your community
    - Www.socaltech.com
    - Riverside Economic Development
    - Score- list of all resources.

- Brain drain of graduates.
- Create open collaboration with students while attending
- Average life span of fortune 500 companies is 10-15 years.
- Add internships to certificate program
- Two mentalities ownership vs employee
- Anticipate change.

Business Administration: Real Estate

Attendees:
Tom Wagner, Faculty, Business Administration: Real Estate
Monica Huizar, Grants Administrative S
Sal Torres, CREA
Desiree Torres, CREA
Silvia Valdovinos, CREA

Background on Program:

- Real Estate has been taught for 25 years at RCCD.
- All real estate courses, principles are taught for students to pass real estate exam and to obtain a certificate and/or associate degree. Courses are all tied up with BRE state license.

Industry Suggestions

- Disclose buyer/seller contract with client and make a note that it was reviewed with agent. You can have client sign that they reviewed and agree to terms in the contract.
- Used lawsuit examples and why it's important to protect yourself and your real estate license.
- Online courses are great, provides flexibility for students.
- Internship, mentorship opportunities and training.
- Assistance with funding interns salary, grant opportunities.
- Earn while you learn concept/course, student in the field at same time while taking courses and making some money.
- Social media helps business.
- Community education course: have brokers come together and open to agents and teach as a panel "how to be successful in real estate."
- Clients are looking for guidance and direction.
- Buyer consultation.
- Student's role playing in class.

Employment

- CTE follow up with students once they complete a certificate/degree to see if they found a job. She can assist with placing students with employers.
- Make connections with companies, corporations and network to grow your business. HR would be the contact person.
- Professor Wagner's Real estate course is taught on Monday's & Wednesdays @ 4:15pm, he invited industry folks to come speak to the class and offer an internship and/or mentorship.
- Earn while you learn concept/course, student in the field at same time while taking courses and making some money.

Business Administration: Accounting

Attendees:
Patty Worsham, Faculty, Business Administration: Accounting
Omar Galvez, Student Scribe
Garth Rasmussen, Rasmussen CPAs
Susan Glenn, CPA
Kareem Gongora, CAP- Riverside County

Introductions:

- Susan Glenn, CPA firm in Corona for 27 years. Conducts peer review every 3 years.
- Garth Rasmussen, CPA firm currently looking for a part timer that works efficiently and is familiar with QuickBooks.
- Kareem- works for the county of Riverside involved with programs to combat poverty in Riverside County—CAP (VITA and EITC).

Curriculum changes and any hardware/software upgrades.

What else should we consider to remain current with equipment, hardware, and software used in industry?

- Students learn QuickBooks but there is a disconnect with the Accounting Fundamentals. Often find clients who have done their own Quickbooks but have done them wrong. They don't understand accounting.
- Principles of accounting should be a prerequisite course. After discussing the difference between ACC 1A (Principles of financial accounting) and ACC 55 (Bookkeeping) the advisory committee unanimously agreed that ACC 55 would be the course students should take.
- A bookkeeper that has never been trained with the proper courses of bookkeeping (Accounting 55). This is the skill set the advisory board felt was most important. ACC 1A is a better fit for

Accounting and Business majors but not necessarily a class that trains/enhances QuickBooks knowledge. QuickBooks requires knowing how to perform the tasks for the accounting cycle- ACC 55 focuses on this.

- Accounting 55 would help with payroll and bookkeeping.

Advisory members to review any changes to:

Industry standards

- The advisory committee strongly encouraged the development of a tax course on Business Entities-Focusing on partnerships and S-corps. Patty will put together some curriculum on this and will run it by the advisory committee.

State/industry certifications

- Changing all the time- not really pertinent to our area.

Employment procedures:

How do advisory members typically recruit employees?

- Garth hired someone from the Norco College Job Fair – he was here last year (2013 and 2014). Garth was not happy with his recruit and ultimately had to let her go. Advisory members were unanimous in their view that college students (the millennial generation lacks the following:
  - Poor skill set and the ability to solve problems, take initiative, organizational skills.
  - Students have very poor communication skills. They can't write letters (poor construction, grammar and context), can't answer the phones (poor speaking skills), lack confidence in dealing with the public, and all around lack of impressiveness.
  - Lack of knowledge on the proper use of business language and protocols.
  - Students need to either develop or improve their social skills and communication skills.
- Monster.com, Cal Society Page, The Press Enterprise

Is there an internship process, if not how can we develop one?

- No- too time consuming
- No-The efforts outweigh the benefits

What qualifications do they typically ask for?

- QuickBooks experience
- Communication Skills

Are there any recommendations for students to increases employability?

- Addressed in points above

What could we do to improve real world, on-the-job, work experience that students receive during their program?

- Organization skills
- Communication Skills
- Group projects/Group Work

Business Administration: Logistics Management

Attendees:

Rex Beck, Faculty, Business Administration, Logistics
Lisa Anderson, LMA Consulting & APICS-IE
Elizabeth DaValos, FedEx Ground
Tom Flores, Brenner Fiedler
Guillermo Keeme, Brenner Fiedler
Beth Sharkey, Brenner Fiedler
Craig Walter, Brenner Fiedler

I. Meeting Convened at 8:30 AM

II. Self-Introduction

    A. Each attendee introduced their self to the group. Contact information was shared.

III. Logistics Management Program Overview

    A. Program Outline
- Official program outline of record documents were viewed and CurricUNET URLs shared.
  http://www.curricunet.com/RCCD/reports/program_report.cfm?programs_id=422
- http://www.curricunet.com/RCCD/reports/program_report.cfm?programs_id=369
- No changes to the program outlines of record were suggested, but attendees were told they may suggest changes to Rex at any time year-round, rather than waiting until the next advisory meeting.

    B. Course Outlines in CurricUNET

- Search URL and process for viewing official course outline of records were shared.
  http://www.curricunet.com/RCCD/index.cfm
- BUS-80 COR was viewed and briefly discussed. No changes to the course outlines of record were suggested, but attendees were told they may suggest changes to Rex at any time year-round, rather than waiting until the next advisory meeting.

IV. Program Assessment

Statistics and other indicators of educational effectiveness and relevance to industry needs were reviewed.

A. NEED
- o The projected need for Logisticians was reviewed.
- o "In California, the number of Logisticians is expected to grow <u>much faster than average growth rate for all occupations</u>. Jobs for Logisticians are expected to increase by 33.8 percent, or 4,600 jobs between 2010 and 2020."
- o Source: EDD/LMID [Projections of Employment by Occupation](http://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=131081&geography=0601000000) http://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=131081&geography=0601000000

B. Student Graduation Statistics

Graduation statistics for Norco College Logistics Management students were reviewed.   Source: CCCCO Data Mart http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

1. Norco Graduates
Number of Logistics Management Program certificates and degrees awarded (67 from 2010-11 through 2012-13) was reviewed and compared to other Norco College areas of study (T.O.P. codes).
2. State-Wide Graduates
Number of Logistics Management Program awards granted (24 in 2012-13) was reviewed and compared to certificates and degrees awarded state-wide (50 in 2012-13) by the California Community Colleges in Logistics Management (T.O.P. code 0510). It was remarked and agreed that 50 community college graduates state-wide did not seem sufficient to serve industry needs.

C. Increase in Course Offerings

Increase in sections offered annually of BUS-80 (Principles of Logistics) reviewed.

1. BUS-80 Adopted as Elective in Administration and Information Technology Area of Emphasis Elective (see page 35 in Norco College catalog): http://www.norcocollege.edu/academics/Documents/2013-14%20Catalog/Section%20III_Graduation%20Requirements%202013-2014.pdf
2. Increase in BUS-80 Courses Offered, formerly offered 2 times per year. During current year offered 5 times

D. Program highlighted by CCC Industrial & Technical Education Collaborative

Link on CCC Industrial & Technical Education Collaborative web site featuring Norco College Logistics Management Program viewed and discussed. http://www.cccindustrialtech.org/ http://www.cccindustrialtech.org/CareerPaths/LogisticsFlyer.pdf

E. American Society of Transportation and Logistics

- o Discussed status of Norco College as the Nation's first and only community college to be designated by the American Society of Transportation and Logistics as an exam waiver school for their PLS certification (Professional Designation in Logistics & Supply Chain Management).
  http://www.astl.org/i4a/pages/index.cfm?pageid=3575
- o This means that graduates from the Logistics Management Program at Norco College will now be awarded the PLS certification without needing to take the usual 4 hour qualification exam.
- o Given CSUSB's B.A. in Business Administration with Concentration in Supply Chain and Transportation is the only university program on the west coast to be designated by the ASTL as a waiver program for the Certified in Transportation & Logistics (CTL) designation, our two programs offer a one-of-a-kind compatibility.

F. California State University, San Bernardino

- o Attendees informed that the Norco College Logistics Management students attended joint field trip to the Sketchers Distribution Center with the CSUSB student APICS chapter on May 28, 2013.
- o Also discussed were articulation agreements between Norco College and CSUSB, which allow for 3 specified courses (9 units) from the Norco Logistics Management Program to transfer for upper-division subject matter credit to the CSUSB B.A. in Business Administration with Concentration in Supply Chain and Transportation Management. "Upper-division subject matter credit" means you will still need to take an upper division course to complete the CSUSB requirements. Students taking advantage of these articulation agreements will not need to take the specific CSUSB course if they have already completed the related Norco College course. This will allow them to take other CSUSB courses that they may be more interested in.
- o These are the three Norco courses involved and the related CSUSB courses:
  BUS 80 may be taken for SCM 304
  BUS 86 may be taken for SCM 440
  BUS 90 may be taken for SCM 445
- o This link provides documentation these articulation agreements.
  http://web1.assist.org/web-assist/report.do?agreement=aa&reportPath=REPORT_2&reportScript=Rep2.pl&event=19&dir=1&sia=NORCO&ria=CSUSB&ia=NORCO&oia=CSUSB&aay=12-13&ay=12-13&dora=ADMN+BA

G. Recent Faculty Activities & Recognition

Professor Beck shared a few recent activities and recognition:

1. Participated on the Executive Panel as a Faculty expert (guest speaker) at the APICS (Inland Empire Chapter) 2013 annual Fall Symposium.
2. Awarded Lifetime CPIM (Certified in Production an Inventory Management) status by APICS (The Association for Operations Management).

3. Awarded lifetime status as professional C.P.M. (Certified Purchasing Manager) by ISM (The Institute for Supply Management).
4. Approved to receive academic rank of Professor by the Professional Growth & Sabbatical Leave Committee, and Norco College President.

H. Student Feedback

Specific and positive feedback from Logistics Management Program students was shared with attendees.

I. Current Student Job Experience

Information related to often extensive industry related job experience of individual Logistics Management Program students was shared with attendees.

J. Student Job Placement Success

Information on successful job placement of Logistics Management Students was shared with attendees. Brenner Fiedler representatives shared positive experience with Logistics Management Program graduates that they employed.

V. Other Norco College & RCC District Programs Serving Related Entry-level Industry Skill Needs

Rex shared with attendees information on other support for the Logistics Management industry available from the Riverside Community College District.

A. Norco College's National Center for Supply Chain Technology Education
http://www.supplychainteched.org/
B. Automated Systems Technician Program
http://www.curricunet.com/RCCD/reports/program_report.cfm?programs_id=449
C. Office of Economic Development
http://www.rccd.edu/community/OED/Pages/index.aspx
    1. Customized Training Solutions
    2. Procurement Assistance Center
    3. Community Education
    4. Center for International Trade Development

VI. Open Discussion

A. Attendees supported a proposal that Norco College faculty investigate and possibly establish APICS Student Sub-Chapter relationship with CSUSB student APICS chapter.
B. Industry & Advisory "Interest Cards" were offered to all in attendance. Cards were completed as noted below.
    1. Lisa Anderson, offering to serve as a Guest Speaker.
    2. Beth Sharkey, offering potential Student Internships and Career & Job Fai participation.
C. Industry representatives agreed to comment or vote by email as may be requested by Norco College to support potential Logistics Management proposals year-round, rather than wait until

next year's industry advisory committee meeting.
D. Industry representatives were asked to offer ideas related to the Logistics Management Program year-round to Norco College, rather than wait until the next year's industry advisory committee meeting.

VII. Meeting Adjourned at 10:00 AM

Engineering & Drafting

Gerald Cordier, Faculty, Engineering & Drafting
Carlos Garcia, Faculty, Engineering & Drafting
Wyatt Helms, Student Scribe
George Balteria, Adjunct Faculty, Norco College
Bruce Shrewsbery, Champion Home Builders, Inc
Tom Howell, Holt Architecture
Kaylen Dockstader, Madsen Homes Inc.
Ben Washington, Rockwell Collins
Jeff Keo, Simpson Strong Tie
Angel Lean, Simpson Strong Tie
Leslie Becerra, Simpson Strong Tie

Curriculum

- Combine Engineering Technology and Drafting Technology - Drafting Technology remains mostly intact, update by removing WEL 34
- Focus on core and then branch out into specific fields
- Group work at start of class and end with individual work
- ENE 21 the class teaches visualization and 3-dimensional from 2-dimensional, each student must sketch but drawing can be done with AutoCAD, thinking of removing the board all together and start with AutoCAD, more sketching involved
- AutoCAD will be more advanced with the software itself
- ENE 22 uses Inventor and starts with group test and reverse engineering, learning basic GD&T, change orders, and problem solving
- Current curriculum requires students to think and problem solve
- ENE 28 the assignments have problems that the students have to solve
- Sketches will be poorly drawn and students must follow dimensions
- Students leave with AutoCAD, Inventor, and SolidWorks
- Students gain experience in class just as it would be in industry and just need a feel for real industry experience

Industry Feedback:

- Students that know communication both interpersonal and through technology is sufficient where the companies will teach the specific
- Foundation skills will be able to go across fields, focus on 3D software
- Basic skills and background cuts down on training
- Starting from the bottom, learning all steps of production, including manufacturing and drafting
- Promotions within companies is preferred
- Communication skills are highly valuable not just technical skills
- Common core classes with collaboration skills and abilities
- Would like to see the experiment with ENE 21 with AutoCAD only
- Sketching is very important, problem solving, and communication
- Good idea with ENE 22
- Don't hesitate to push students
- Supplement with Excel and Word
- Have students build individual parts and bring parts together and then change within a group to make it work
- Leadership electives to broaden the reach of the program and makes the students be more versatile
- Problem solving and collaboration is a good idea
- Having industry evaluate and criticize student projects
- Having to communicate clearly think on one's feet
- Offer classes that internships during the breaks or during the summer and winter semester
- Certifications in software are a bonus but not a guarantee, must prove ability
- Communication skills allow for greater advancement in companies

Industry partnership:

- Having industry evaluate and criticize student projects
- Scholarships
- Internships require educational background, possibly offer it as an elective

Construction Technology

Attendees:

Jim Thomas, Faculty, Construction Technology
Gabriel Villarreal, Iron Workers Local 433
Jason Levine, Southern California J.A.T.C.

Joe Whitcher, Sheet Metal Local Union 105
Eric Stovner, Critical Structures

Industry Standards

- Discussion (Joe and Jason) on HERS energy compliance testing (residential) which applies directly to Con 71. They stated this does not directly connect to them. However, the Title 24 changes (Title 24 is the basis of Con 71) does impact their commercial installations and appears to be much more complex and laborious. Green Energy and 'detailing' were discussed as direction industry is going.
  - Question from Eric on how students know about careers,
    - Gabe explained "hands on boot camp" used to screen those wishing to try Ironworking
    - Jason stated that their entry applicants informed of the hard labor, but the need to have knowledge and understanding of the principles and practices of mechanical engineering (Dirty and nurdy).
    - Eric briefly explained some mentorship programs of the past.
    - A problem area is the 18 years or younger students and the release of liability to go onto construction sites. Suggestion was made by Gabe of perhaps trips to the training facilities. He said we would be welcome to come to La Palma, City of Industry

State/Industry certifications

- Acceptance testing Title 24 was mentioned relative to the HERS program. Jason and Joe highlighted several Mechnical worker certifications – TAB National training, AABC National, NEB – NEB employer needed,
  - Gabe also stated the Ironworkers certifications include AWS welders, OSHA 30 hours, Fork lift, and CPR.
    - Eric added that the EIT test and subsequent training are the requirements for becoming a registered Engineer.
- Entry-level employment eligibility/expectations
  - Go to Pre-apprenticeship through Union (boot –camp 80 hours hands) 60% welding

Curriculum changes and any hardware/software upgrades.
  - What else should Norco College consider to remain current with equipment, knowledge, skills, hardware, and software required in industry?

    - Nothing discussed in this area due to time constraints, but the content of the other discussions can be used.

Employment procedures:

- How do advisory members typically recruit employees?
    - See discussion under Item 2.A.ii
- Is there an internship process, if not how can we develop one?
    - Eric offer to Senior or Juniors,
    - Credit for previous experience for Sheetmetal worker can be up to 15 points as stated by Joe. Also veteran points also are added to the application process.
- What qualifications do they typically ask for?
    - For Sheetmetal workers it involves group testing for 9th grade level of math, special orientation, mechanical aptitude.
    - Qualifications for Iron-workers are determined during boot-camp
- Are there any recommendations for students to increases employability?
    - The need for reliable transportation to work each day was a high priority.
- What could Norco College do to improve real world, on-the-job, work experience that students receive during their program?
    - Attitude development
    - Team practice (working with others)
    - Soft-skills
    - YouTube videos
    - Encourage Reliability
    - Encourage Commitment
    - Transportation
    - Small mock-ups (offered to be constructed by Industry Partners)
    - Davis Bacon requirements.

Electrician/Automation

Attendees:
Glen Graham, Faculty, Electronics
Colleen Molko, Interim Associate Dean, CTE
Michael Davidson, Loma Linda University
Hans Schaepper, Loma Linda University
Edd Ashley, Loma Linda University
Nita Leighton, NPD Corp
Alfonso Esparza , The Home Depot RDC
Pat Uetz, Advanced Technologies Consultants, Inc
Rick Pettit, California Steel Industries
Raj Panjabi, Ranesco Technical Training
Michael Gook, Target Corporation
Kimani Stair, Target Corporation
Albert Trujilo, Target Corporation

Program Overview

- Glen Graham started presentation and discussed strategies within the course disciplines. He also discussed voting to make changes. Unanimous votes were taken to make the necessary changes.

Opened floor for conversation to all present

- Target would like to see recruitment in SCT how to work PLC's, printers, etc.
- Glen tt re SCT 1 industry wants them ready to go
- Loma Linda Univ. Felt Target was right on with the C language.
- Get away from pic micro controllers
- With open source it's freely available
- Don't get rid of analogue all together. That's why we kept ELE 10 & 23
- Exciting for today seeing practical applications in seeing that getting into the industry they are not lost. Building relationships is paramount and they appreciate the college efforts.
- Dr Fleming came in and spoke for approx 5 mins to encourage fair dialogue and brief overview of what we are trying to accomplish for the best interest of the students also any donations would be greatly appreciated. Wants see fewer transitions between college and the employers.
- Glen: what are we missing what can we do better?
  - Do we do anything with clutches and brakes anymore? Answer was yes
  - So identified as something we need to keep within the program. Spoke regarding current mechanical aspects not just electronics specialists.
- We have purposely written program to get away from the ivory tower effect. We used to think that if we did that we would retain students
- Q: do you have capstone programs?
  - Yes we do Christina to speak on ELE 28 overall understanding in creating PCB board. After taking that class you could do that right away.
- ELE 26 info on how to use programs working also with wiring overall understanding in circuitry.
- It is also very crucial to encourage women to get more involved and more interested in the Engineering fields. This will promote their creative potential.
  - Glen introduced Christina as being in outreach efforts to bring more women into electronics and their perspective industries.
  - She describes her experiences and why she was drawn to this field. Most females felt it was over their heads and not something they could do.
- Glen asked if everyone could take a moment to jot down their questions and or thoughts.
- Loma Linda Univ. gave Glen kudos as having brought these programs into industry perspective. According to them in the medical field they appreciate Glenn to be open in working with them on their partnerships. They are very encouraged that he has continued this process in electronics for health professionals along with bionics bio electronics etc. We think in silos and lose the context and the process. The problem with prosthetics is the wiring and understanding how to take a one of a kind product and being able to adapt it to the individual patient is very

important, they are customizing one on one patient situation. Only 35000 professionals working in this field. So these relationships are very important.

- o Michael Davidson, Edd Asley and Hans Schaepper expressed their vision as wanting to take the Engineering and Robotics programs at Norco College acquire the understanding of what the students here are being taught and what their overall capabilities are. This will then allow them to incorporate Norco College with their orthotics prosthetics program at Loma Linda giving students other options. This collaboration will give students a chance to go for two degrees which will overall enhance student's futures greatly.
- Glen spoke about the Capstone programs eg., walking robots and giving specifics for them to follow then they hold races at the end of the year.
- Q: being able to design a program is great but their biggest problem is trouble shooting, do you put these problems into the equipment to tech the students to doubles hoot the automated system?
  - o Glen answered yes, he then went through how he does that by placing bugs into the systems for the students to overcome. Looking at all sides.
  - o Having simulation programs makes it cost effective and allows the students to troubleshoot and increase their time working with circuits.
- If anyone would like to see some of the students work go onto classjump.com will take you to site search for the school type in riverside community then click on glen graham has all the downloads and links as well as videos.
- Shaft alignment is really important to Target industries. Glen agreed that this was very important.
- Glenn asked for all questions to be written down and turned into him at the end. Will put them into considerate of a too do list.

Electrician Program

- Professor Graham brought into discussion the new program at Norco College that they are implementing: Hierarchy of new electrician courses and locally approved certificates.
- Professor Graham asked Industry who would like to see electrician training brought to Norco College 12 out of 15 raised their hands.
- We need to revise student learning outcomes so they are more realistic for students in ELE 10, ELE 26, ELE 25, ELE 28 the vote was unanimous.
- There is a need to make ELE 26 so that it isn't built around a single brand and isn't proprietary. Move away from Pic and towards Arduino because it is open source. It is written in C. We need to teach student C language. Wire wrapping and soldering is not very good to get the students to create. We have to exclude microprocessors because they have become so complex that it is not capable to teach it in depth enough; make it only micro controllers. The vote was unanimous. ELE 11 and 13 would transfer to Cal Poly Pomona so they wouldn't have to take the class there. Only the core classes transfer.

- Industry needs recruitment from Norco College; they need technicians. 6 months of training that can be use right away. Arduino and C is sustainable to teach students because it also reduces financial strain. We need to implement the Electrician program. Don't get rid of analog. They're excited about the programs that Norco College has in regards to supply chain technology and the hands on components available for the students. They also included the Engineering and manufacturing as well. They believe having hands on components will enable the students not get lost when they go out into industry.
- They are excited about Norco College implementing the Electrician courses and believe it will be an asset to students and the industry as a whole.
- Do you have capstone class? Yes we do in the ELE 26 and 28. ELE 28 is a really great capstone class allowing students to create and design PCB boards. ELE 26 allows you to work with programming and gives you an overall understanding of how the circuitry works.
- Electronics is crucial in all fields of industry. Loma Linda offered gratitude for Norco College and what they are offering the students. What they are learning in
- Electronics can serve them well in industry. Example Loma Linda has 4.00 students that are dealing with building prosthetics and they get thrown for a loop electronically. So what Norco College is offering students is appreciated and crucial for the future of students.
- Being able to combine programming, mechanical, electronic, and other logistical concepts in capstone classes is essential.
- ELE 26 students are given a problem and then directed to come up with their own ideas to solve it via electronically and mechanically. Even trouble shooting it if necessary which really allows students to be creative and enhance their skills.
- If you want to see all the students and what they have created there are some videos on classjump.com under Gel Graham.
- Can we implement more mechanical course that emphasize the well rounded mechanics not just electrical.

Manufacturing

Attendees:
Paul VanHulle, Faculty, Manufacturing
Anthony Lang, Student Scribe
Robbie Sbitany, Student Scribe
Cathy Carey, Vocademy
Gene Sherman, Vocademy
Katie Sales, Crest Steel
Sue Michaels, Crest Steel
Bryan Kretzmer, Crest Steel
Michael Wheeler, NSWC Corona Division
Jeff Michaels, Asturies Manufacturing

Josh Sprague, Hoosier
Craig Hardin, Adapt Tech/Navy
Pat Maluso, Western Hydrostatics
Ron Taetsvanamerogen, California Steel Industries

Discussion

- Man 56 - teaches students proper setup and operations
- Want to see students learning how to properly measure Gd&t (gauge class)
- Would like to see a schedule that would allow people to work
- Nimms? ? ?
- Some way to rate knowledge on scale for employers and be able to test them on it in class
- Traceable to national standards - importance of measurements
- Mitatoyo cmm (uses mcat software)
- Measurement
- Number of students
- How many go on for a bachelor degree?
- OSHA class
- Level of understanding of machinists
- Fluid power merit badge in boy scouts
- Problem obtaining students

CIS, Multimedia & Game Development

Attendees:

Judy Perry, Faculty, Simulation & Gaming
James Finley, Faculty, Simulation & Gaming
John Coverdale, Faculty, Computer Information Systems
Cathy Brotherton, Faculty, Computer Information Systems
Vincent Garrett - Kids that Code
Aidan Lawrence - Scribe
Jim Butz - Ressonect
Cynthia Trevino – Resonnect
Yolanda Norwood - RCOE
William Herrera – Real Games LLC
Nick Throlson - Allegra Printing
Betsy Gutierrez – Allegra Printing
Daniel Gregory – RCC Printing
Danny Mariseal - AFS Printing Mgr.

Introductions

- Guests being to introduce themselves and explain their professions, duties and who they represent.
- Faculty explains their titles, duties, professions, and what their students achieve.

Changes and Updates to the Industry

- Advisory members to review any changes to industry standards.
- Microsoft Office Skills "must haves" (Excel, word, etc.)
  - Student's should at least "Know their way around the program"
- Students should know how to use the Adobe creative line of products
  - Should at least have a base understanding
- Students should know how to efficiently meld their creative side with time efficiency to produce quality products on time for clients
- Photoshop is important to know, along with proper terminology (Vector artwork, Printing DPI, etc.)
- Many companies are looking for students that have the ability to create beautiful digital designs and make them look nice while using mobile devices, instead of physical printed copies.
- Content should be flexible with formats; it should work on every device
- Mobile apps are the future
- Gamification to keep people involved
- Immersive games for businesses to capture their respective audience.
- Currently 5 billion smart phones, moving to 7 billion in the near future
- HTML 5 delivers content via a website, therefore making mobile app development easier to distribute across mobile platforms.
- Using technology properly to attract and retain customers for your business is crucial to success
- Mobile platforms have millions of paying users watching and using online services (Amazon, Google, Youtube)
- People searching on Amazon are likely to buy something compared to those searching on another site, such as Google
- Advertising is looking to target social networking sites for more precise user exposure to find more relevant customers
- Age 18-34 years old always check their smartphone within 15 minutes of waking up

Curriculum and Hardware Changes in the Industry

- Norco College offers preset pathways with courses outlined to cater to certain degrees where students can pick from a wide range of career choices.
- Norco College is now offering a mobile application course along with various game design programs ranging from art, design, programming, and audio
- Computer programming offers pathways for C++ and Java

- Night classes are not typically offered with the game design and CIS course classes but are instead offered at various times during the day to remain convenient for students.
- Computer science students seem to excel at working by themselves, but should work more towards learning to work as a group.
- Students have taken to the idea of creating something that could potentially make them successful without having to rely on a large company.
- People with proper creative and computer science training are in high demand and are hard to find.
- As basic as it may be, proper Excel (MS Office) training is necessary in a multitude of careers.
- Objective-C and Macintosh development is a little shy and should be looked in to more.
- A lot of schools are using tablets now instead of desktop computers.
- Norco College offers a multitude of technology solutions including computers with multiple operating systems, programs, and development kits.
- Having the ability to have program functionality across multiple operating systems is important, therefore, desktop systems and laptops are prefered over tablets. Tablets are typically not powerful enough to handle the needs of dedicated developers and their software.
- Scratch (Drag and Drop block coding) used in industry. App Inventor. Tinker. Stencil.
- Employers are now being to expect that students know how to program/code.
- HTML 5 has become a powerful and popular web standard.
- Employment Procedures
- Knowing how to perform during an interview and present your knowledge and skills is very important.
- A nice portfolio is one thing, having the ability to present yourself to your employer and customers are another. Both skills must be strong to ensure powerful employee-company-customer communication relations.
- Business communication classes aid with public speaking and presenting in a formal business situation.
- It's important to understand business ethics. Ethical mistakes can quickly ruin businesses; practically overnight in some cases.
- The public now has such a powerful voice, and single slip-ups can tarnish a person's image permanently.
- Students should have a strong Linked-In profile. Lots of employers look through social media sites to inspect potential employees to see if their talent is relevant to what the employer looking for. Have a nice, formal profile photo and elaborate on your creations and credentials.
- Social media sites offer employers some insight into the type of person they're looking to hire. Practically a pseudo search engine background check.
- Students need to be cautious with what they post to their personal social media pages; You never know who may be reading!
- Students who had quantifiable goals were making on average 10x more than their colleges.

Wrapping Up

- It is important befriend faculty. They're a great resource with many contacts.
- Norco College faculty regarded as friendly and well-perceived.
- Meetup.com useful to find collections of people with similar interests. Students can use this to find groups of people looking to hire students who are searching for their niche employer.

Commercial Music

Attendees:
Kim Kamerin, Professor, Music
Brady Kerr, Professor, Commercial Music
Vonetta Mixon, Professor, Music
Erland Adargas, Guitar Center
Eric Koomen, Guitar Center
Bob Snyder, Red Apple Orchestra

Curriculum

- Eric – coursework looks pretty solid
- AA from Norco would put them at the top of the list
- Know how to market anything you create, how to operate themselves & be self-sufficient
- That's what gets people hired, interpersonal, personality, charisma
- Put on commercial side, maybe in auditioning
- Bob – Look at them as employer
    o Show up late, chew gum, no business, no professionalism
    o Need mock interviews, team player, or just artist?
- Kim – Audio production required to take MUC 13, taking charge of studio
- MUS – 38, need private lessons (apart from audio production)
- Maybe have 5 min evaluations at end of semester
- Erland – Core courses look good *game audio
    o Need management class, basic business class, accounting, business management, and marketing
- Kim – Even though not much theory for audio production, most are taking it anyway, also there are limits to how much on a degree
    o Brady & I can suggest to students
- Vonetta – Courses look pretty good. Music business, part of course way to promote, advertising, eg group had to build marketing for artist to get new fan base using social media. Not huge part of course, would not point them toward class, too much, distracted.
    o Strong SLO, add to class. Instructor guide them to where they want to go.
    o Understand marketing, cost of studio time, budget

- - Standard business will be so bombarded by other elements maybe aim toward entrepreneurship
- Kim – Talk to Kevin about adding it
- Vonetta – One year students made a music festival
  - As far as classes, we have foundation, just don't want them to be overwhelmed.
  - Students have hard time speaking, showing their product
  - Entrepreneurship, look at interpersonal networking
- Kim – Evaluations?
  - Erland – Mock interviews good, lack confidence in interviews
  - Want better personality over more education can't teach personality.
- Kim – Audience interaction important, we can prepare kids to get it
- Vonetta – If want geared towards music/product, may need to write a new course for management communication (BUS 22)
  - Like to take classes & build scenarios around what they do
  - Spoke w/ Citrus College, offered invite to tour studio for any questions
- Kim – Looking at creating partnerships w/ four universities
- Bob – All about selling self
- Brady – Need to select good professionals
- Kim – Want kids to have this project
- Bob – Idea is to get individual to stand on their own, group projects good, but later they're on their own. Weakness in interviews, bad dress, ask for pencil.

Early Childhood Education

Attendees:
Sarah Burnett, Professor, Early Childhood Education
Tiffany Beltran, Student Scribe
Kevin Bash, Town & Country Day School
Sherelett Hope, Kids Park
Roger Spearman, Cambrian Home Care
Trudy Oliver, Temple Beth
Allen Villalobos, CNUSD, United Way
Deb Holk, RUSD/Sunshine

Program Background

- 2010 Early Childhood closed down and was used as a rotation building, and after a while student services moved in then a storage unit.
- Human Services in Riverside Campus "AKA" Early Childhood, run by Debbie Cazares

Discussion:

- The funding has taken a tool especially the expectations re: Head Start. Pre-K, 4-5 year old, to align them for school
- Bachelor, early childhood will be needed to work along with raising the pay
- May 5th, another meeting regarding community college BA in a college level
- SBA37
- Preschool Learning Foundations
    - Would need 37 learning units
- "We" program
- Common Core
- Program level outcomes
- Outline portfolio "12 competencies"
- Self-Development tool
- Childhood credentials
- Tri-C forefront of changes in childhood development
- ECE certificate to transfer degree
- IBI Riverside
- DRDP
- Internships and the product will be successful
- Preschool Association