2015

Industry & Advisory Breakfast

NORCO COLLEGE
Career & Technical Education

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Career & Technical Education

Industry & Advisory Breakfast 2015 Agenda

Norco College
Norco, CA
May 01, 2015

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** *HR Green* *Kids That Code*
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*
10:00 am	**Adjournment**

Guidelines for Discussion:

1. Introductions

2. Review of Industry Advisory meeting minutes from 2014

3. Faculty to review curriculum changes resulting from past Industry Advisory meeting, curriculum modification/additions, and any recent hardware/software upgrades.
   a. What else should Norco College consider to remain current with equipment, knowledge, skills, hardware, and software required in industry?

4. Advisory members to review any curriculum changes to:
   a. Industry standards
   b. State/industry certifications
   c. Entry-level employment eligibility/expectations

5. 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?
   e. Would your company be interested in partnering to develop an Earn & Learn program to upgrade your current employee's skills?

6. What could Norco College do to improve real world, on-the-job, work experience that students receive during their program? What could industry advisory board members do to help improve Norco College's real world, on-the-job, work experience that students receive?

Industry Breakouts & Discussions

Accounting:

Attendees:
Patty Worsham, Professor – Accounting
Elaine Ownby, Tax Manager, Pacific Dental Services

Review of Minutes

Company currently has over 500 locations and prepares all tax returns for the individual entities, with growth of 60-70 new locations added per year. Filing 2-3 estimates per year and then yearend final returns.
- Corporation (C & S) returns
- Partnerships
- Personal

Focus is currently on income tax. There is need in the following fields:
- State
- Property
- County
- Sales & Use

Most would require a semester long course to cover, but there may be options for weekend seminars.
- Ability to cover multi-state taxes. This is something that usually only happens at large CPA firms.

Looking for thinkers:
- Logical and analytical
- Reliability
- Accounting and business background
- Willing to learn

Currently participating in our intern program.
- Interns are doing very well!
- Smart and knowledgeable
- Internships to teach on the job since tax classes aren't available at colleges
- Paid Internships
  - Minimum 20 hours/week
  - Goal to train while in school to allow for seamless transition once graduated

- Qualifications
  - Accounting 1A & 1B
  - CTEC Tax 67
  - Goal of degree

Would like to see Advanced Excel Skills class:
  - V lookups
  - Pivot Tables

Would definitely use the Earn and Learn Program to train current employees:
- Tax 67
- Excel Workshops

Course in Personal Tax Programs (software). Huge demand for tax professional in all large corporations and businesses.

Business

Attendees:
Dr. Gail Zwart, Professor, Business, Norco College
Diane Collins, Norco Area Chamber of Commerce
Matt Holmes, ConnectingU Marketing
Kammy Haynes, Kammy Haynes Unlimited, Inc.
Mike Zeller, Primerica
Marie Vernon, Business Owner

Deleted one program certificate
Entrepreneur program = Associate degrees = 3 certificates: marketing, business, management. Redoing marketing certificate. What are they looking for when hiring that they don't see,
Skills they need:
- Speaking skills
- Technology savvy
- Confidential information within the company stays confidential
- Know the laws that change and any alteration within the company
- Game and retail met together to see a better picture of the marketing industry
- People misunderstand marketing communication due too complex graphics, information needs to be simple for people to digest
- The customer service and interpersonal communication needs to improved

- Have multiple views/diverse background on how to make the company function
- Written context needs to be clear, straight to the point, understandable, simple english
- Teach students keys words that will catch customers attention
- Suggest blogging for company
- Some don't approve of online classes, need to be able to do groups discussions
- We are in a generation that doesn't speak to people
- Be able to introduce themselves
- Older generation needs to integrate on how to work with the new generation
- Learn how to switch to different media, switch gears, new sources
- Soft skills class, answering phones
- Ability to persuade need to use their voice
- Learn innovation

Managing business finance veteran entrepreneur program:

- Business plan, business model
- Intellectual property
- Opportunities that are in the business world
- Startup franchise
- Learn how to get a license & bolts
- Homemade business
- Financing
- Business as a mindset
- Know that it is a real business! Not a fake business assignment
- Talk about businesses you really want!
- Serve business well and as well as veterans too
- Business in not a hobby because you need to be focus at what you really want.
- Have some kind of a passion of what you really want in the business.
- Have a mindset of what kind of business you want. Be persistent in what you want to do in your lifetime. Business is a lifestyle and be precise to yourself.
- Coach ability**:** How to give a constructive feedback and how to get a constructive feedback.
- Each generation is motivated at a different level and they all have different motivation style.

CIS & Gaming

Attendees:
James Finley – GAM/CIS Instructor
John Coverdale – GAM/CIS Instructor
Cathy Brotherton – CIS & Application Development Instructor
Judy Perry – CIS/GAM Simulation & Development
Nick Throlson – Allegra Print & Marketing
Alfonso – Kids that Code
Glen Payne, GPT Technologies
Tammy Moore
Julie Holms – High School Teacher.
Chery – Teacher.
Richard Smith – Booze Allen Hamilton
Steven Miller - Data Science.
Will George – Scribe
Arom Degraca– CIS Student, tutor at Norco College
Aidan Lawrence – Scribe. CIS/GAM student at Norco College.

Job Trends

What recent changes have shaped the industry? (i.e. Emerging technologies)
- "Never Stop Learning." Software is always changing.
- Keep learning new [programming] languages and software.
- Hardware is evolving to meet our modern day needs, but needs programmers to write software to complement it.
- Business experience is critical. "Know how to start your own company."
- Take business classes because a large part of being in the IT industry is entrepreneurial
- Competitive students should have entrepreneurship experience.
- Mobile-optimized webpages are becoming a necessity from the advent of smart phones and tablets.
- Understanding Vector artwork. There are more photo manipulation tools that just Photoshop.
- When working with webpages, Adobe software package and WordPress experience is crucial.
- How much overlap was there between graphic design and web development? Nick explained that while he knows a bit about graphic design he defers to a graphic design artist at his company.
- Cyber Security is a huge computer science field in high demand.
- The government is returning to cyber security
- There doesn't seem to be an official Cyber security education standard.
- Employers are always looking for more and more employees with in-depth backgrounds and experiences.
- Certifications are important to "getting your foot in the door," but nothing compares to actual workspace experience.

- Paid Cyber Security education opportunity available at Cal State San Bernardino. "Almost guaranteed a job with the Federal Government when paired with a strong interview."
- Teachers should participate in Career guidance

Changes in the workspace as software begins to move towards cloud-based technologies

- Cyber security issues become more apparent with software that stores important information on remote servers.

Hot Topics

- Cloud services are becoming industry standard in almost all big-name software suites.
- Virtual Reality is beginning to make a huge splash in the gaming and simulation market.
- Software developers are creating new ways to protect their creations from piracy with DRM solutions.
- Learn how to use cloud software to collaborate with your team members.
- Teachers may find it difficult to create partitionable projects that students with different skill levels can work successfully together with.
- SCRUMM and AGILE are both important team-building methodologies.
- Writing software that works well with others that may be outside of the original project. Write easily-readable source code so that others that join the project later can understand what the software actually does.
- Students must be aware of present, past, and future technology trends
- In the real world the source code of programs are past between multiple programmers and that students must be able to document their work, their changes to the code, and effectively add to the code.

Should We Be Aware Of Any…?
- Is an AS degree worth it to you?
  - Some positions are open to students with an associate's degree and there are opportunities for students to complete a degree while gaining work experience however he wasn't exactly clear about what exactly the government is looking for in job applicants aside from the standard Comp Tia certifications
- Looking more for experience rather than degrees.
- Any expectations for students to be "eligible" for employment?
- [Government] companies are often looking for BA/BS degrees as an educational starting point.
- Companies will often do background checks. "Stay clean and out of trouble."

- Assisting students with "getting ahold of information." Show the students where to go to educate themselves and find their own online resources.

When it comes to Employment...
- How are employees recruited?
    - Most people are hired through networking instead of direct recruitment.
- Networking with people within the same field will often lead to higher Interview/hiring success.
- How should students deal with the sheer volume of applicants? Where do we find the "big players" of the industry to network with?
- Exposure experiences that allows students to mingle with industry professionals are invaluable.
- Do you offer internships?
- Yes, but you are more likely to be hired to an internship position if you've successfully networked with experienced industry insiders.
- It is strongly recommended to attend networking events and pass out your resume to as many people as you can.
- In order to be an excellent employee, you must be a strong, independent thinker. Go to networking events and speak confidently with others. Learn the proper behavior of networking with others. Work hard and be rewarded with new job opportunities.
- Make a proper resume. Create Business cards. Learn how to properly communicate with others.

Help Shape Our Offerings
- Should we [Norco College] broaden our current available courses?
- Teach the basics first. Give students a strong foundation to build upon.
- Offer survey courses for higher-level technology students.
- Consolidating the animation track into the Core Art Program.
- Animation is its own specific field of art. There shouldn't be any "shortcuts."
- Students looking to moving into the animation field have already finished their "basic art training" and are looking to expand their horizons with a more advanced and in-depth topic.
- Are there too many art courses? Are the individual branches of game design valuable?

Open discussion begins
- Looking to bring more entrepreneurship experience to classes.

- Learning project/time management. Learn how to team-build. Create successful, long-lasting partnerships with diverse skillsets.
- "Find your friends." Find people that work well with you and keep them in close contact.

Commercial Music

Attendees:
Michalenglo?
Chris?

Pro Tools Lab
- Introduced to the Pro Tools lab
- Next year mixing in surround sound
- Adding operator certification next year
- Listed all classes in this room
- Having students buy own headphones next year

Theater
- Toured theater tech booth
- Using theater as lab recording studio pending on equipment
- Using mostly MIDI but in process of getting more pianos
- Goal is to get live piano

Practice Rooms
- Toured rooms

Piano Lab
- Toured piano lab
- Introduced to Fundamentals class
- Explained details of Fundamentals class

Recording Studio
- introduced to studio, control room
- Listed equipment in vocal booth, control room, etc.
- Use Pro Tools for recording
- Looking to get more equipment / expanding mic closets
- Explained MUC 37 (guitar), 38 (private lessons), 32 (piano), 30 (voice), 39 (advanced)
- Mastering CD is beyond scope of MUC 13 (mixing)
- Pro Tools is versatile

ST-107 (conference room)

- Handed out audio production, performance, commercial music, information sheets
- Discussed which MUC classes are impacted
- Discussed class scheduling for summer, winter, fall, spring
- Students from these programs get experience working/performing at school events
- Michelangelo suggested change in prerequisites / software for Songwriting class (adding Logic)
- Chris suggested changes to overall course systems to better simulate current studio environments
- Discussed focus of the MUC program
- Michelangelo offered his advice on curriculum changes to better simulate real life audio situations / problems
- Music theory should be integrated with learning the DAW
- Suggested adding arranging, synthesizing, music theory, etc. into the classes
- Having advanced / intro production classes
- Discussed whether or not interpersonal communications class is enough to help students get a job, suggested combining communications and music business to address problem of music graduates lacking soft skills
- Suggested writing new music business class to integrate social media, digital resumes, etc. for students to be able to have leg up after graduating
- Chris suggested other studio skills that would be nice to have
- Discussed performing soft skills to integrate into performance classes (stage presence, choreography, etc.)
- Holding students to a higher standards

Construction

Attendees:
Dr. Jim Thomas, Faculty, Construction Technology
Richard Brooks, HR Green
Arnold Lloyd, KB Home
Daniel Luxa, Construction Technology Student

Minutes of the 2014 Meeting reviewed

A brief overview of the Construction Technology Program was given. The two new courses Con 74 – Estimating and Con 80- Scheduling were discussed in context with a new Construction Management Certificate.

Industry Standards

Discussion (Richard and Daniel) was begun on the importance of being able to read Construction. Prints. Further dialog was made on the curriculum and presentation of materials in the Con 62 – Blueprint Reading class. The main point was is that many in the industry are unable to adequately read a set of construction prints.

Discussion was then directed to the new Title 24 Energy Standards and how these are going to be impacting the industry.

This was followed up with the new Accessibility Standards and how they will be being enforced and what certifications are soon to be necessary for this part of the industry. CASP certification for Accessibility Standards was then discussed.

Entry level employment was then discussed and the need for opportunity to learn the various construction jobs. How students can get this kind of experience was explored.

Dr. Thomas presented the new grant that might soon be awarded the college to help bridge the high schools with appropriate career pathways in the industry and the potential effect it might have on having vocational education re-instated in the high schools.

Discuss was then directed to some of the challenges that industry (HR Green) has with their intern programs and their creative solutions to paid internships.

Other topics included a concern that succession planning (mentoring the next generation of leaders) isn't being done. Also the need to help our students with interviewing protocol and skills.
In our concluding comments an idea from Richard Brooks(whose son will be attending a college on the east coast) of a new and innovative program of renting all books for students and charging them only $130 per semester. This will be worth exploring.

Early Childhood Education

Attendees:
Kevin Bash
Shari Yates
Trudy Oliver
Debbie Cazares

Discussed previous minutes report to clarify any confusion

Sarah:
- California Alignment project (CID)
- Program needs to be reviewed

Debbie:
- Reconstruction of courses
- Touch about curriculum (DRD) align w/ measure

Sarah:
- Want mores opportunity for students to have direct contact with children
- Looking at things that work and did not work

Shari:
- Agreed to everything said

Sarah:
- Submitting varies class for alignment
- Graduating requirement portfolio

Kevin:
- The more prepared the teachers are, the better.
- Requirements for child care (competitive)
- Public sector

Trudy:
- One of the bills is to return to annual visits

Sarah:
- Lack of understanding on running a childcare facility

Kevin:
- 2 facilities in Norco that are not meeting regulation in Norco

Sarah:
- What is going on in Sacramento Reg. C.C.C.

Trudy:
- Private sectors, issues, funds

Kevin:
- Other issues, home care (12 Units Req.)
- Private CC will go out of visit

Trudy:
- Daughter, childcare not able to qualify

Shari:
- Credentials

Trudy/Sarah:
- Discusses 4 year degree

Kevin:
- Talked about program not approved for RCC Norco

Sarah:
- Talked about teachers have Reg. for class units
- The need of oversees that what we want to teach in CCC
- Transitional

Kevin:
- Mom's will drop off children early morning and pick up time 2pm and won't be able to watch the child
- Discusses BA program

Sarah:
- Special education teachers are treating less than
- Asking who can be contacted on these issues

Trudy:
- School district, legislative, no single place to address issue

Sarah:
- Hearing things from different people

Kevin:
- Learning private center, regular preschool (funding), nobody cares about parents

Sarah:
- Lack of time to…

Trudy:
- No simple easy answer

Kevin:
- Parents making $15 an hour

Sarah:
- Connecting with Ashley
- Volunteer (students) need the hours or opportunity

Trudy:
- Does not believe students will be willing to do an internship

Debbie:
- Student placed in homecare programs (public)
- Credential teachers

Sarah:
- Time management issues with interns (portfolio)
- Have master teacher level students
- The need of a facility to place more interns

Trudy:
- S.B. College (advised Mrs. Burnett)
- How can we be effective

Electronics

Attendees:

Glen:
- Discussed biomedical as part of electronics and an analog class
- Majority voted yes **Vote**: Biomedical Vote - 8

Industry:
- Need technical people
- Looking for people who have an understanding of how motors and drives work how everything interfaces, computer control
- Water industry is automated
- They hire grads with electronics degree
- Career Advancement with certificate
- Automated process controllers know the SCATA needed
- Instrumentation and control as focus of AS/SCT
- Glen called on vote → nearly unanimous (at least applications of not focus on) **Vote:** Instrumentation and Control - 10
- SCATA integrated into program – voted yes **Vote:** Integrate SCATA Vote - 9
- Systems control and data acquisition?
- Implant waste water to reclamation tech (water) process side & tech side majority voted yes (Sept program or integrated) **Vote:** Waste Water Technology - 6
- Virginia Chaffey Union HS district- invited employer to connect her for internships etc.
- Audience → a lot of us returning need replacements
- Techs- people that work =needs
- Eastvale + Corona High – CNUSD Bus liaison going to put 2 STEM NSS in
- CSI needs people who understand how motors run, work, interface with computers, VDC.

Glen:
- 2 votes
- Vote package integrated into AS program
- (3rd largest industry in U.S.) -minority yes, did not pass **Vote:** Packaging - 4
- (2nd in the world)

Robotics:
- Create emphasis on robotics vote – majority yes **Vote:** Robotics - 8

Nita Leighton:
- CALOSHA instead of federal OSHA

- Glen called vote to train our OSHA → CAL OSHA unanimous yes **Vote:** CALOSHA – 9
- General industrial + construction in OSHA --- unanimous yes **Vote:** Establish Construction OSHA for green roofs Green Technicians -8
- Solar thermal more efficient
- Integrate into solar tech – majority yes **Vote**: Solar thermal - 7

Engineering
Attendees:
Gerald Cordier, Faculty
Carlos Garcia, Faculty
George Balteria, Faculty/North East Trees
Judy Jorgenson, Faculty
Wyatt Helms, Student Scribe
Tom Howell, Holt Architecture
Steven Porter, Holt Architecture
Tony Blonco, Prism Aerospace
Jason Phillips, Prism Aerospace

Curriculum
- Drafting Technology and Architecture certificate is the primary certificate program supported by the small certificate programs.
- GD&T is important to drafting.
- Documentation of decision making processes.

Industry Recruitment
- Internships are most important in fitting students with companies.
- Partnership for internship/exposure to industry process, particularly the students' commitment to learn.
- Model based engineering and the processes are important for hiring. Steps of production and data set manipulation are part of the hiring processes.
- Quality control is essential to production process. Attention to detail.
- Holt Architecture internship/shadow mentorship program.
- Aerospace willing to set up internship, mechanical inspectors, CNC operations, program management.

Industry Response
- Communication and problem solving are the most important skills for recruitment.
- Production is the easy part, macro perspective is more important. Thus problem solving and communication are far more important than the details since detail work will be picked up.

- Communication skills: marketing, communication, business administration classes will be helpful.
- Estimation skills are important: costs, quotes, and the like.
- Clerical work is part of most jobs: paper work, reports, Excel, word processors

Student Input
- Set plans for internship and school parallelism. Tailoring study to company needs. Industry approves of such parallelism.
- Software use. (Proficiency in any software can be sufficient without actual experience. Software proficiency is transferable.)
- School schedule interference with internship. (Internship would likely be flexible around school schedule but compromises schedules between the two.)
- Multiple discipline schooling effects on hiring. (Depends on companies but credentialing is very important for hiring.)

Logistics
Attendees:
Rex Beck (Norco Faculty)
Brent Danberry
Douglas Golden
Andrew.Kozain
Tylar Madary
Tony Martinez
Stefano Melgrati

Self-Introduction
Each attendee introduced their self to the group.

Prior Minutes
Minutes from the 2014 Logistics Management Advisory Committee meeting were provided to members as part of their CTE event packet.

Logistics Management Program Overview

A. Feedback from Logistics Management Student
Participants were offered the opportunity to direct questions to the Logistics Management student present, Stefano Melgrati. Numerous questions were addressed.
B. General Program Information
Participants were provided information flyers for the Logistics Management Certificate / Degree Program, as well as the Business Administration Certificate /

Degree with Logistics Management Concentration option. The difference between both options was reviewed.

C. Program Need

Industry statistics indicating 10,600 jobs were created in the two-county (San Bernardino and Riverside) region in 2014. The same level of logistics industry jobs creation is projected for 2015. Group consensus was that the need for education in Logistics Management is most likely greater than our ability to provide it.

D. Program Metrics

Per State Chancellors Office statistics, Logistics Management course Retention and Success ratios continue to exceed the College-wide benchmark. This resulted in there being 25 Certificates and Degrees in Logistics Management being awarded last year. Within the 0510 T.O.P. code (Transportation and Materials Management), this was 32% of the awards for all 112 California Community Colleges. Written testimonials from students and others were also distributed. Student comments about being able to apply learning in their on-the-job environment are common.

E. Curriculum Offerings

It was reported that in order to satisfy demand, Logistics Management course offerings were increased by 57% (from 21 units to 33 units) from academic year 2012/13 to AY 2014/2015. It is hoped that this will result in more certificates and degrees being awarded. Support was expressed for continuation of online and hybrid course offerings. Curriculum considers technical knowledge required for Logistics Managers without requiring heavy math (calculus) background. Course assessments are performed to assure curriculum achieves intended student learning outcomes.

F. Employment Opportunities

Although no statistics were available, Faculty Rex Beck shared his understanding that demand for graduates has been exceeding the supply. Earn & Learn program information was highlighted for committee members.

G. Program Recognition / Industry Standards

The American Society for Transportation and Logistics (ASTL) reviewed Norco's Logistics Management curriculum. The ASTL subsequently designated our Program as an "ASTL Approved Academic Program." This means our graduates are awarded the PLS (Professional in Logistics and Supply Chain Management) certification by ASTL without the normally required four hour exam. The nature of the upper-division articulation agreements with CSUSB was also outlined.

Open Discussion

A. Textbooks

Text books donated by the DMA of Southern California for three classes (BUS-80, 86 & 90) were considered. These books are loaned for free to students, and returned after their course. Logistics Management Program committed to using

no textbook older than seven years old. The DMA, along with APICS-Inland Empire also funds scholarships for our student.

B. Consent to Distribute Email Addresses

All participants consented to have their email address openly displayed when meeting minutes are distributed and throughout the year when appropriate. This was done to facilitate year-round participation as may be necessary.

C. Year-round Participation

It was agreed that committee members may provide input or questions throughout the year, and that electronic voting by committee members will be used as needed.

D. Credit for Military Training

The possibility of granting Logistics Management course credit for military training was explored. Faculty Rex Beck agreed to work with Brent Danberry to identify at least one potential student to establish a precedent, after which more military veterans may possibly be granted credit toward their Logistics Management Certificate.

E. Administration

Dr. Fleming (Dean of CTE) visited meeting room, making himself available for questions.

Manufacturing

Attendees:

Drafting
- Drawings are mostly done in CAD software but table drafting is still needed for rapid revisions on site (this is in regards to the question of whether or not we should be teaching board drafting on campus). This question mostly pertains to the ENE department.
- Blueprint reading and GDT courses are deemed extremely relevant to manufacturing technologies.
- Naval Surface Warfare Center recommends Metrology class.
- Possibly taught by an instructor from their facility

CNC Programing
- Consider a SolidCAM course
- Consider extending MasterCAM into Summer/Winter semesters to teach 5th Axis programming. In other words the Mastercam course should be lengthened or we should go back to teaching MAN 52 and MAN 53. We will be better to make a decision once the class ends for this semester.
- Manual CNC Programming is still relevant to repair any issues created by CAM Software generated code
- There is a need for Machinists with a Welding certification from the American Welding Society as well as machining experience

CAD/CAM Software
- Discuss with instructors requiring a prerequisite of a computer proficiency (through Webadvisor?) course/test for:
- Man-35 MasterCAM
- ENE-30 AutoCAD
- ENE-42 Solidworks
- SolidCAM Course if added
- Perquisite course can benefit the above courses so that advanced students don't feel that they are being pulled down by students that don't have enough computer experience. We have tried to have prerequisites on these courses but oftentimes found that it was a burier to entry for these courses.

Automated Systems
- Should the Automated Systems Technician program be renamed Industrial Automation to reflect the changing terminology of the industry?
  - It would be fine to change the name of these programs.
- If the group decides that it should, two program pathways *Automated Systems Technician* and *Supply Chain Technology* would reside under the Industrial Automation program.
  - The group states that this would be acceptable.
- Do we need to include welding content in the Automated Systems/Supply Chain Technology pathways?
  - The group had a strong stance on this and even suggested that CNC operators have some experience in welding.

Real Estate
Attendees:

Tom Wagner started the discussion with the real estate industry participants by asking what educational support we could provide.

The first discussion centered on the length of time it takes to make a student eligible to take the California real estate license exam. The state requires that the individual take three classes, two of which are Real Estate Principles and Real Estate Practice. The third class can be any one of our remaining real estate classes or the initial business law or accounting classes.

The Tarbell Real Estate representative said Tarbell has reduced its classes to four weeks. She believed that was the minimum period allowed by the California Bureau of Real Estate. I asked if shortening our classes to four or five weeks

would be preferable, and the general consensus was --- the shorter the better. I pointed-out that our classes come with college credit, whereas the classes offered by Tarbell and the other big real estate companies do not.

The discussion that followed expanded into an overall consideration of the value of education in the real estate industry. Interestingly, the Tarbell representative said that she did not see as a broker that there was much value in education beyond the real estate classes for her agents, but as a mother, she would want her kids who were going into the real estate industry to get a bachelor's degree.

Tom Wagner explained how the grocery industry was trying to get its employees to get degrees because they wanted to promote from within and getting its employees to get degrees gave the industry a good pool of prospective managers as well as more capable employees. The discussion than shifted to the concept that while the real estate industry was different, the perceived value of an education to starting agents might make a broker who was making a degree program available to the broker's agents might attract agents to that broker. In other words, a broker who recommended its potential agents take our real estate classes, then get an Associate's degree, then get a bachelor's degree, might have a competitive advantage over other brokers in hiring the prospective agents who were more likely to succeed and appreciated the broker's policy.

Tom Wagner said he would discuss the matter with other brokers and try to find a four-year college that featured real estate as an area of study.