

INDUSTRY & ADVISORY BREAKFAST



May 5, 2017

NORCO
COLLEGE
Career & Technical Education

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DRAFT



Industry & Advisory Breakfast 2017 Agenda

Norco College
Norco, CA
May 5, 2017

- 7:30 am – 8:00 am Sign-in & Full Breakfast Buffet
- 8:00 am – 8:05 am Master of Ceremonies
Dr. Maureen Sinclair, California Career Pathway Trust Grant, Director
- 8:05 am – 8:10 am Welcome Address
Dr. Bryan Reece, President, Norco College
- 8:10 am – 8:20 am Industry Partnership Awards
*Dr. Maureen Sinclair, Ms. Patty Worsham, Dr. Sarah Burnett
Pacific Dental
Temple Beth El Child Development*
- 8:20 am – 8:30 am Norco College Career & Technical Education Update
Kevin Fleming PhD, Dean of Instruction, Career & Technical Education
- 8:30 am – 10:00 am Advisory Board Discussions/Breakouts
*Industry subgroups & Norco College faculty
Industry trends, program curriculum feedback & workforce preparedness
Follow-up, next steps, & internships*
- CCPT Project CREST breakout
- 10:00 am Adjournment



California Career Pathway Trust Grant Industry Advisory Meeting Agenda-CCPT Breakout

- I. Welcome
- II. Grant Overview
- III. Grant Data
- IV. Grant Budget
- V. Questions and Comments
- VI. Brag Slides
- VII. Upcoming Events
- VIII. Thank you and Adjournment

CCPT Advisory Meeting

Attendees:

Adrian Francoz, CEO- Zeta Sky
Al Cardoza, Projects Specialist, RCC
Alia Caldwell, Outreach Specialist, Reach Out
Alicia Stephens, GMR, USD
Alma Salas, Instructor, RCOE/Hemet/San Jacinto
Amber Portz, Director-AHA
April Moore, Director, Corona Norco USD
Ashlee Johnson, English Instructor, RCOE
Samantha Peña, HR, RMC
Barbara Fragoso, CTE Teacher, JUSD
Beverly Pope, Instructor, RUSD
Brian Deis, Director, LEUSD
Bruce Coleman, Econ. Dev. Director- City of Murrieta
Cameron Maciel, CTE Add, RUSD
Carol Allbaugh, Director, Reach Out
Charles Andersen, Trainer, RUSD
Chris Lorenz, CTE Teacher, MVUSD
Chun-Wu Li, Administrator, RCOE
Cindi Dolan, HA Director, Vista Del Lago high school
Craig Shiflett, DCCR, AUSD
David Cox, CTE Teacher, Temescal Canyon HS
Dian Martin, Perris UHSD
Donna Schulte, Development Specialist, RUSD
Doug Henderson, STEM Coordinator, Val Verde
Douglas Flores, MD.
Enoch Hwang, Chair & Professor, La Sierra University
Erika Zuvia, CTE Teacher, RUSD
Evette Rivera, Special Agent- FBI
Gina Boster, Director CTE, CNUSD
Gloria Coder, Outreach Specialist, CNUSD
Gloria Perez, Program Manager, Riverside County
Henry Rivera, CTE Teacher, SJUSD
Jason Kitamura, CEO-North Village Group
Jennifer Montgomery, Assistant Principal, CNUSD
Jennifer Stewart, Tech Transfer-NSWC Corona Div.
Jenny Hughes, Outreach, MSJC
Jim Clover
Justin DeWaele, Field Representative, Asm. Sabrina Cervantes
Katherine Martin, AHA Director, MVUSD
Krista Clark, Sr. HR Generalist- Riverside Medical Clinic

Kristen Hunter, Director, MVUSD
Lacy Lenon Arthur, Coordinator, RCOE
Linnie Bailey, CNUUSD
Lorraine Sanchez, CTE ToSa, RUSD
Mariel Mendez, CTE Teacher, RUSD/RCOE
Melody Graveen, Dean of Instruction CTE, MVC
Linda L Zeigler, WBL Coordinator, CVUSD
Meriel Anderson McDade, EPC, RCC
Michael Goss, Director, Chaffey Center of Excellence
Nick Mugridge, CTE Teacher, RUSD
Norma Haddad, Value Resources CPAs P.C
Patricia Schiessel, Assistant Principal, LSHD
Peter Rush, General Manager-Center for Healthcare Education
Randy Covacevich, Principal, RCOE
Reid Harrison, Teacher, RUSD
Robbie Harrison, Teacher, LEUSD
Robert Parks, Teacher, LEUSD
Ron Kusayanagi, Teacher, LEUSD
Ron Weston, CTE Coordinator, RUSD
Rose Ann Gasser, Principal, RCOE
Sandra M. Peñaloze, Principal, RCOE
Scott Agajanian, Business Developer Manager- City of Murietta
Steve Ellis, Principal, Murrieta Mesa HS
Todd Moerer, Assistant Principal, JUSD
Vickey Martinez, CTE Teacher, JUSD
Wesley Jeffries, Teacher, RUSD

A. Introductions

The Advisory meeting was opened with a welcome and introductions by Dr. Maureen Sinclair, CCPT grant director.

Grant Overview:

Dr. Maureen Sinclair gave the grant overview including:

- Riverside Community College District was awarded \$12,860,892, the single largest competitive grant in the District's history by the California Department of Education.
- Our consortium pledged \$59,017,762 in match
- Our application was 570 pages thick (yes, thicker than 1 ream of paper)
- Our regional consortium is comprised of:
 - 11 unified school districts,
 - 28 high schools,
 - 1 middle school,
 - 2 community college districts (RCCD and MSJC),
 - 4 community colleges,
 - the County's Office of Education,
 - the County's CTE/ROP division,
 - Riverside County Workforce Investment Board,

Industry & Advisory Breakfast

- 3 adult and alternative learning centers,
- 1 Virtual High School, and
- 79 industry/community partners with signed letters of commitment (Wow!)
- Our consortium will deliver 18 new CTE pathways across three vitally important industry sectors:
 - Information and Communication Technologies,
 - Manufacturing and Product Development/ Advanced Manufacturing
 - Health Science and Medical Technology
- Project CREST's 18 pathways will serve 16,739 students in the first 3 years.

Grant Updates:

Students Served by Pathways for 2016/2017 year.

• Health Science and Medical Technologies	1,934
• Manufacturing and Product Development/ Advanced Manufacturing	2,107
• Information and Communication Technology	5,470
• Apprenticeships	364

Students Served in Events

• Youth Education Motivation Program (YEMP)	2,100
• Reach Out –Inland Coalition	2,082
• Presentations	325
• CTE Career Events	1,750
• Boot Camps	90

Total Students Served- 16, 222

Teachers, Faculty, Instructors, and Administrators served through staff development activities such as workshops, conferences, internships, and classes for 2016/2017 year: 258

B. Breakout questions:

1. There is a big push for issuing students certificates, local (high school, ROP's & community) and industry (CPR, Adobi) based. Do they have a value when students are looking for employment?
 - a. Jason Kitamura- In the creative side it's important, but in the engineering side is not as important-skill level is more important in the more technical side.

Should we focus on the portfolio?

Jason-Yes, definitely for ICT. Graphic design is more important on the business side, it is better for showing your skill set when applying for a job.

What about competitions?

Jason- It's also important, because it verifies that they have the skills.

Cameron Maciel RUSD- A portfolio shows a good history of what you have done. But certificates show that you have achieved goals, competitions show that you work hard for something. It is a combination of all three.

Peter Rush-Center for health care education- In the Health industry certificates are necessary to apply for jobs. Certificates are the base line requirements both in health and safety.

2. Does your company understand what Digital Badges are?
 - a. Industry members did not express knowledge of Digital Badges
 - b. April Moore gave a brief explanation on Digital Badges.
3. How can we strengthen our industry partnerships? What can we do to bring our industry partners in? What are you looking for? What do you need?
 - a. Jason-In the industry everyone is very busy. Is there a digital way for industry partners to provide their feedback?
 - b. It is hard to come to campus, it would be easier to do a virtually breakout session.
 - c. Douglas Flores M.D- The government signed a bill that requires for all high schools that offer a health class are required to have a CPR card before they pass the class.
 - d. April Moore: This is an example of the Digital Badges, Corona-Norco are giving digital badges to their students that are going through PE and health classes.
4. What are we missing?
 - a. Jason: We ask students when we look at their portfolio how long they spent on a project and we find that they spent a semester on it. When it should actually take one day to do. Reality check, speed in what they do things.
 - b. Jennifer Stewart-NAVSEA Warfare Center, Corona Division: Partnership agreement with the district-It's difficult to get a pipeline of stem students with citizenship status to work in the federal field. It works better when our faculty connects with the engineer. I'm having difficulty finding the right faculty to connect with our scientists. We also allow faculty to come into the navy base and connect with our engineers. We also require a background check.
 - c. Bruce Coleman -City of the Murrieta- Should we get through industry through non-profit organizations?
 - i. Maureen Sinclair- Project Director Norco- We have an agreement with Reach-out through this grant. Specifically for the health sector. Steve Harrington is also a good idea to get to industry. Intermediators could be a good idea.-CMTC

Brochure

- d. We made this for you so you can explain what CCPT is to your industry partners. It is important to give updates to your board for sustainability for you in the future.
- e. Speaker Bureau - It gives you some guiding questions. It is decided by industry sectors, and we also included some blank pages for you to add your own contacts.

D. Open Discussion and Q & A with Faculty

1. Eveett Riveras introduced herself. Extended the possibilities at the FBI, full time jobs for community graduates, academic for high school students. I can share your information with the rest of all of you.

Dr. Maureen Sinclair excused the Industry Partners.

Meeting adjourned at 10:00am

Guidelines for 2017 Industry & Advisory Discussion

All Programs

1. Introductions
2. Review of Industry Advisory meeting minutes from 2016
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. 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?

Accounting:

1. How can we integrate the VITA program with our classes and the community?
2. How can we better market our new certificates
 - a. Small Business Accounting
 - b. Small Business Payroll Accounting

Business & Entrepreneurship

1. What is the right market segmentation for our new Entrepreneurship certificates?
2. What schedule (day time) would work best for Entrepreneurship classes?
3. The potential of creating new CTE programs in Leadership, Insurance, or Banking/Finance.

Real Estate

1. How can we grow our online real estate program?
2. How can we better market our classes to potential students?
3. How can we better track student graduates to report employment and wages?

Early Child Education

1. Discussion of possible program discontinuance to collapse and merge our six existing ECE programs.

Electrician & Electronics

1. Discussion about Green Technician certificate and revising ELE-91 to include industry licensure.
2. What is the best schedule “day time” for our new electrician courses? Would Saturday classes work?

Engineering & Drafting

1. How can we best market our 3D mechanical drafting certificate to industry and potential students?
2. How can we increase the number of internships available to our drafting students?

Manufacturing

1. How do we market our forthcoming conventional machining program to the community?
2. How can we infuse the maker space movement into Norco College?
3. Approval for the new Facilities Maintenance certificate/degree.

Construction

1. Is there still a labor market need for a construction management program at Norco College?
2. How do we increase the number of registered apprenticeship programs at Norco College?

Information & Communication Technologies

1. How can we increase the number of internships and Work Experience for students?
2. Approval for a summer “Coding Camp”.

Music Industry Studies

1. Would a Norco College mini certificate in ProTools add any value to the AVID certification?
2. How can we strengthen partnerships with local High Schools?
3. Should Norco College start a community choir?

Automation and Supply Chain Technology

1. What is the minimum amount of welding an automated technician needs for entry level employment?
2. Is there a regional industry need for a general industrial maintenance certificate program?
3. Should we create an “Introduction to Mechanics” class to serve industrial automation, supply chain technology and industrial maintenance simultaneously?
4. The revision of the curriculum to align with industry input from Supply Chain Technician.

Industry Breakouts & Discussions

Automation & Supply Chain Technology

Alan Braggins, DSN-IEDRC
Jesse Lopez, CTE Project Director, Norco College
Colleen Molko, Assoc Dean, CTE/NSF Project
Pete Cimo, HRM-Walmart
Jeff Frunk, Maint Ops Mgr-Walmart
Frank Pugliese, Maint Ops Mgr- Walmart
Andres Cisneros, Industrial Auto Tech. Student, Norco College
Juan Cortez, Industrial Auto Tech. Student, Norco College
Ann LaFond, Industrial Auto Tech. Student, Norco College
Cruz Martinez, Regional Maintenance-Brookdale Communities
Matthew McCall, Industrial Auto. Tech. Student, Norco College
Roque Moguel, Sales Engineer-DP5+
Luis Perez, Industrial Auto. Tech. graduate
Raj Panjabi, Director-TC Americas
Rick Radcliffe, Teacher, Norco High School
Dave Rost, Industry Liaison, Norco College
Frank Raya, Production Supervisor-Brenner-Fiedler
Erick Terrones, Production-Brenner-Fiedler
Steve Young, Tech-Brenner-Fiedler

Introductions

- Roll call
- Remind partners to announce their name when they speak.

Review of Industry Advisory meeting minutes from 2016.

- Refer to "Introduction to Mechanics" feedback and new "Tooling" course.
- Refer to feedback regarding a general industrial maintenance certificate program (Facility Maintenance) to support non-automated warehouses.
- Refer to partnerships with FedEx, Walmart (created weekend position for our students), QVC and Brenner Fiedler (created an internship program for current students and program graduates and gives tours) as a way to create a pipeline of new technicians.
- Refer to integration of soft skills/employability training "Bootcamps" into ACE.

Faculty to review curriculum changes resulting from past Industry Advisory meetings, curriculum modifications, additions, and any recent hardware/software upgrades.

Jesse: We've developed a course titled "Fundamentals of Maintenance" (ELE/MAN-69).

What else should Norco College consider so we can remain current with equipment, knowledge, skills, hardware, and software required in industry?

Jeff Frunk: Walmart uses Schneider PLCs

Rick Radcliff: Encouraged industry partners to help schools with equipment donations as grants end.

Alan Braggins: We'll even take broken equipment! Our students can fix it!

Brenner Fiedler uses Omron PLCs; some of their customers request Alan Bradley

Raj Panjabi: Consider Siemen's

Dave Rost: Are students asked to troubleshoot in class? Troubleshooting is critical to success on the job. ACE students in attendance said that the segment is planned for next week. They described what they are doing in wiring class and their use of a relay for timed powering.

Raj Panjabi: Include robotic elements, ASRS and barcoding in SCT lab. Colleen: We do have barcoding equipment in the lab.

Frank Pugliese: Walmart is not yet using robotics, but they will be getting more into it.

Jeff Frunk: There are German-based robot packages available for production – we are looking into the technology. We need wide skill sets, from repairing toilets to working on optics (we call them multi-skilled).

Jeff Frunk: In lab, have students get on the web and figure out which part to buy and how to order it. Have them find the part number on the blue print. We need our employees to have the skills to research information and find solutions to problems affections equipment and machinery. I refer interested employees to the Norco College program. Luis Perez (ACE student): We did some research in class, we researched parts for hydraulics and pneumatics.

Roque Moguel: Learn what goes into new distribution centers, be in tune with what's happening in industry. Attend ProMat to learn. There is no consensus on what is the best this or that, but it's important to know what's out there.

Frank Pugliese: How much time is spent on safety? Lock out tag out is important. Jesse: OSHA is 36 hours, but safety is incorporated into all coursework. Students who complete OSHA also qualify for the OSHA-30 hour industry certification.

Cruz Martinez: For Facility Maintenance programs, basic training on fire systems is important, knowing how to deal with Fire Marshall inspections and fire code requirements, how do fire doors work, etc.

Advisory members to review any curriculum changes to: Automation, Supply Chain Technology, and Facility Maintenance

Frank Raya: ISO standards, 6S (20 hours of training, 4 hrs a week for 5 weeks), standardized for repeatability

Jeff Frunk: TEEP, 5S, OE and Crown certification for forklift repair

Jesse and Colleen shared with Jeff that we have funding to pay for student certifications – Jeff will send information about the Crown certification program.

Entry-level employment eligibility/expectations.

- Does your firm have any internship programs? Would an apprenticeship program help your staffing needs?
 - i. Yes, industry partners agree there is a need. Brenner Fielder and Walmart are already developing new earn and learn models with Norco College.
- Are there industry recognized certificates we should align our curriculum with? (CTA, NCCER, etc.)
 - i. Cruz Martinez: Safety related certificates related to safety equipment will help facility maintenance technicians.
- Is there a particular course schedule that would work for a majority of your existing employees?

Jesse asked if employees would be interested in attending class on Saturday mornings.

Frank Raya: Yes, most staff would do it.

Jeff Frunk: Not sure

- Does the new facility maintenance program meet your company needs? Are there any components you recommend we change? Please provide feedback.

Jeff Frunk: The ACE students they've hired have hit the ground running; most can qualify for the highest level tech position we have.

Cruz Martinez: Yes, the core classes do meet company needs. However, there are niche skills that might apply to facilities with medical devices, such as hospitals and skilled nursing facilities. More information will be provided at a follow-up meeting.

Open Discussion and Q & A with Jesse and Colleen

The new tooling course is a great idea, people don't know which tool to use.

Jesse: We're going to host a reunion for Dec 2015 ACE grads to ask them what we need to add to the program.

Frank Raya: What adds a lot of value to employees working at Brenner Fiedler is that employees get to design and machine their own part – it's more engineering – a total solution

Cruz Martinez: Brookdale offers tuition reimbursement for education related to the area in which an employee is working. Jeff Frunk: Walmart does not yet offer that, but they are working on it.

Frank Pugliese: I work in Apple Valley and can tell you that it's important that employees be able to troubleshoot and to work under pressure; when the line is down, everyone is standing around staring at the tech.

Frank Raya: previous student now working at Brenner Fiedler: scheduling is difficult; it's very hard to work even part time while going through the program. But hands-on experience is important. All the techs we've hired have had prior work experience. Labs are not quite as good as on the job experience. Graduates are getting younger and younger and have less experience; internship would help with this. Jesse: Imagine high school students that have some related work experience and then come into our program. We want to build connections with high schools and with increased enrollment we can offer more sections of a class.

Jesse: We also need part time faculty – if anyone is interested? Colleen: All that is needed is an A.S. degree and six years of work experience.

Jesse: We have night classes available. Let us know how we can get information to your employees. Have students attend any of our upcoming Open Houses (every Tuesday) to learn more about courses and upcoming schedules.

Offer options to engage with students through a few options (“Commitment Cards”):

Cruz Martinez: Brookdale is open to taking on a Facility Maintenance technician for a skilled nursing facility; Cruz manages 27 buildings and currently has 3 openings. They need people who are critical thinkers and can work well under pressure.

Jesse: Norco College is offering a formal apprenticeship program for interested companies.

Advisory Committee Recommendations (List feedback below)

Incorporate more electrical schematic reading. Jesse shared that we now have ELE-74 (Industrial Wiring Controls). Earlier ACE students did not have the benefit of that course.

Get information about our new programs to our local high schools. Colleen reminded attendees about monthly CTE newsletter with updates.

Jeff Frunk: In class, cover how to complete work orders; we have to do work order for everything. The order must state what the problem was, and what fixed it.

Rick Radcliffe: Concern, cause and correction – the 3 Cs.

Accounting

Patty Worsham, Associate Professor, Business Administration BEIT Department Co-Chair

Suzie Schepler, Liaison, Student Ambassadors of Norco College

Vanessa Hernandez, Recruiting Consultant-Wells Fargo

Introductions

Vanessa Hernandez- Recruiter for Wells Fargo, 3 years.

Faculty to review curriculum changes and any hardware/software upgrades

- What else should we consider to remain current with equipment, hardware, and software used in industry?
 - i. Nothing to add; beyond scope of knowledge

Review employment procedures

- How do advisory members typically recruit employees?
- 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
- What qualifications do they typically ask for?

Communication and customer service skills.
- Are there any recommendations for students to increase 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 & Entrepreneurship

Dr. Gail A. Zwart, Professor/Business, Management & Entrepreneurship
Vonetta Mixson, Student, Norco College
Cynthia Daniels, Real Estate Agent-Remax
Sandi Standridge, Teacher, CNUSD
Betty Nunes, Teacher, CNUSD
Sherry Fulcher, CNUSD
Tina Olsen, Financial Consultant-Primerica/Insurance
Mallayana Bradley, Marketing Manager-Brenner-Fielder
Lisa Kip-Kennedy, Dep. Navigator
Sheryl Fielder, Financial Consultant, Primerica
Julie Holmes, Teacher, CNUSD
Norma Haddad, CPA Partner, Value Resources CPAs

Introductions

Lead by Dr. Zwart

Review of Industry Advisory meeting minutes from 2016.

Minutes from 2016 were not provided

Advisory members to review any curriculum changes to:

- a. Industry standards.**
- b. State/Industry Certifications.**
- c. Entry-level employment eligibility/expectation.**

N/A

Breakout questions:

What is the right market segmentation for our new Entrepreneurship certificates?

- Younger students 18-24 year old (Mallayana Bradley) Target high school students business tracks.

The potential of creating new CTE programs in Leadership, Insurance, or Banking/Finance (for credit).

- Make the area of leadership in our current Management Certificate more robust
- Budgeting and Finance seems to be more appropriate for the entrepreneur and practical for the average student. Industry partners do not think the Banking portion is necessary.
- Certificate in Insurance- Has to be approved thru the state. 40 hours needed. Would likely be not for credit (similar to tax preparer certification that we already offer)

What schedule (day time) would work best for Entrepreneurship classes?

- Daytime hours

Open Discussion and Q & A with Faculty and Advisory Committee Recommendations below

What's happening this year:

Dr. Zwart updated the group on

- Strong Workforce Grants, targeting CTE which have matrix that need to be fulfilled
- Hiring a Dean of Economic Development
- Regional 11mil.- Focused on Marketing of Community Colleges, Manufacturing will be targeted for use of these funds. These funds are received annually. New initiatives will be developed from these funds being available. We are building infrastructure with this year's money.

Dual enrollment Program

- 3 programs are currently taking place. Business, Game Design, and Engineering
- Are dual enrollment courses open to everyone or only high school?
Yes, open to everyone
- Why would someone take it at a high school?
It is free, books are provided, no parking fees, adults can take the courses (but have to pay)
- Suggestion
Consider timeline for students coming from other schools.
Approval of students to leave at the 10 min bell to arrive on time.

Contract Ed/Credit/Not for Credit/Non-credit classes:

- Discussion on the difference between them
Non-credit education, will be paid the same for the instructor. Will roll out in 2 years. Students still pay per unit, may be graded or not, smaller unit classes possible, courses can be informational. We usually see students in Basic Skills, however there is resistance in our District. Our President wants to offer courses more targeted toward industry. Corona Chamber is interested in working with us on this. Does not lead to a degree.

What can we chunk/segment?

Licenses	Social Media
Software	Contract Education
Business English	Media/Content Writing
Data Analytics	Adobe, video editing, photo
Microsoft products	Business Plan
Applications	Personal Finance
CRM	Self Branding
Employability	Time Management
Business Organization (work flow)	

- What separates this from Score?
Possibly the time in which courses are offered.
- Can these be done as online courses?
Yes, however we find that business owners typically want the face to face hands on experience.
- Questions on retention rates
Highest drop rates in our Dept. are Intro and Accounting

Offer options to engage with students through a few options ("Commitment Cards"):

Commitment Cards were not provided

Construction

Dr. Jim Thomas, Professor Construction Technology, Norco College

Patty Sanchez, Accounting Clerk, Norco College

Steven Wimberly, President- WB Powell Inc.

Anthony Pagan, Regional HR- Tru Team/Top Build

Claude Paolini, Regional Director- Tru Team

Breakout questions

- 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?
Anthony (TruTeam) mentioned the ability to have current industry partners be guest speakers in some of the courses to provide on-the-job specifics and true world applications.
- Is there still a labor market need for a construction management program at Norco College?
Both Steven (WB Powell) and Anthony (Tru Team) expressed their overwhelming desire that the program continues and grows due to the 5-year labor cycle that is present in their industry. Anthony-explained they are struggling to find adequately skilled employees for their industry and as a result they are willing to train which includes schooling recommendations all resulting in approximately 5 years for the training/labor cycle. Steven also mentioned they are willing to train employees that are currently in the construction management program or refer trainable employees into the construction management program.
- How do we increase the number of registered apprenticeship programs at Norco College?
Steven-continue to have events such as these and establish connections with Charles. There is a high demand for estimators in the industry and both Steven and Claude from both organizations stressed their need to establish more apprenticeships in this area specifically.

Open Discussion and Q & A with Faculty

- Anthony (TruTeam) – if we get 20-25 employees together to take the blueprint and estimator class can Norco College accommodate that need? Dr. Thomas agreed and welcomed that.
- Anthony (TruTeam) – Does Norco offer the training to get the estimator license? Dr. Thomas informed Anthony that only a piece of the training necessary towards getting the license is provided at Norco due to staff and County limitations.

Advisory Committee Recommendations (List feedback below)

- Both TruTeam and WB Powell expressed the need to capture students early on. Increased marketing to high school students would be desirable.
- The ability to have the blueprint and estimator classes run concurrently.

Commercial Music

Kim Kamerin, Assistant Professor, Director of Music, Norco College
Brady Kerr, Faculty, Commercial Music, Norco College
Lisette Rose, Analyst, Norco College
Pam Hogan- Kids Rock Free
Linnie Bailey, CNUUSD

Introductions

- Each attendee introduced themselves to the group.
- Kim represented our music program, Linnie represented CNUUSD and active parent and is putting together a handbook on music programs, Pam represented Kids Rock. Linnie-writing a handbook on the music program. Works for school district and as a program.

Review of Industry Advisory meeting minutes from 2016.

- Meeting minutes from 2016 not provided. Participants not present last fiscal year. Mention of Michael Angelo whom teaches at LA recording school and said that they integrate theory with ProTools. Reinforcing music software to provide the students.

What else should Norco College consider to remain current with equipment, knowledge, skills, hardware, and software required in industry?

- New lighting \$20k for theater with lighting board. Training from IMC for students. Consider half a credit with lighting module. Audio skillset enhances plays and concerts for example. Pam could connect with Fox Theater. Great experience for internship ability.
- Kim provided handout on outline on what he would like to add to the program and what the vision is. What the two degrees offered and certificate program. See Music and Music Industry Studies Strategic Plan and Course Outline Kim currently provides students.
- Program review for software for funding of programs.

Breakout questions

- 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?
 - Referenced Strategic Plan Handout
 - Kim- Working on curriculum for existing degrees, change from MUC to MIS studies (Music Industry Studies). Quality of course work and efficacy in MIS3 and MIS4. New Student initiative, Norco Street Team, contact with area high school. Kim provided her card to serve as a liaison.
 - Commercial music felt to be music to be for commercial, name not professional not broad enough.
 - Music Industry Studies- first step into aligning to the industry. Kim to research into other UC and Cal state to examine our curriculum based on what is currently offered.
 - Street Team, student centric. Stages where first gather information and obtaining contacts and offering presentations and/or performances.
 - Pam- Kids rock will have presentation; perhaps our student can visit and perform. Would like interaction
- Would a Norco College mini certificate in ProTools add any value to the AVID certification?
 - Looking at offering courses in a future summer program.
 - Offer Students to 210 M, Avid has sequence of courses of higher-level that are being limited offered.
 - Protools: Four classes integrated into curriculum. Only Community College in California are offering that. Brady and Kim are certified experts, by AVID as Protools trainers. Will have three people in that area and expertise in the area. If pass exams, then receive the certification from AVID, may use that in AVID website with contact information. May search by region by expert and operator. Pam, at that point asks what Kids Rock can do?
 - Kim-competency with function of that program. Can record live. Offer a live sound course and training in out of the box equipment. Compressors, etc. AVID-name of the company, not acronym.
 - Pam- benefit concert would tie in great with plan program. Kim- large scope such as feeding America, Ronald McDonald House. Kids Rock free concert would be great for students. Family would need to show that they are eligible for Title I program. She has about 300 sessions every year. Under 100 qualify free programs, about 1200 students a year. Her concert hall seats 370, but limitation in lighting.
- How can we strengthen partnerships with local High Schools?
 - See handout. How curriculum has been strengthened. Prepare the students to a four- year college. Completion initiative- faculty advisement, using handouts to help students plan out the rotation.

Industry & Advisory Breakfast

- Pam- problem about students getting into music courses, Kim stated not a problem here as in Riverside. The only dilemma is ProTools. MIS7- introduction to technology offered every semester to assist in balance. Our music program has room to grow in Norco. Pam has baby grant that could help with piano classes, which Kim would be interested in. Cap Stone has studio recording workshop, to refine skills such as mixing. We could bring a jazz trio to Kids Rock, as it is more accessible to people, but Kim is more inclined to perform at Norco. We have the equipment. Timing would be in Fall such as November. Preference for Pam would be for Norco to put it on, with some of the Kids rock free students to demonstrate audience such as two or three slots to show what they have. To be discussed with Brady.
- Curriculum assigned to be able to transfer courses to Cal States.
- Should Norco College start a community choir?
 - We are already doing this here at Norco. Part of strategic plan. Tuesday nights for all ages. To serve the community for outreach.
 - Kids Rock offers private lessons and adult vocalist, which would like to participate and spread the word.

Open Discussion and Q & A with Faculty

- Kids rock June 11, at Circle City Center in Corona. Kim will see if MIS students would like to participate for Annual Jam at 3 p.m. Our students could do informational booth.
- Pam has connections with La Sierra University and would like to work something out with us.
 - Studio facility limitation is space. She would like to offer introductory class because size limitation. We are hoping for new building at Norco, State pipeline.
- Pam-Corona Symphony- group formed perform at North Pointe Church, holds 1,000. Two to three concerts a year. Arts Alive Concert in Corona to get more support for arts and culture. Americans from the arts is coming out to Kids Rock, they are promoting to Congressman Calvert, and Pam is participating in meeting to reinforce and mentioning how Norco is preparing for careers.
- Kim will be showing Pam and I the studio.

E. Offer options to engage with students through a few options (“Commitment Cards”):

- Items already addressed above.

Early Childhood Education

Dr. Sarah Burnett, Professor Early Childhood Education, Norco College

Monique Franklin Pierce, Administrative Assistant IV, Norco College

Trudy Oliver, TBEDC, Norco College

Rebecca Carreon-Bailey, Adjunct Faculty, SBVC

Melissa Thompson, Professor, Moreno Valley

Wade Stephens, Student, Norco College

Introductions

Call to order: 8:47am

Review of Industry Advisory meeting minutes from 2016.

- Motion to approve minutes Trudy Oliver, seconded by Rebecca Carreon Bailey
- Update- Dr. Sarah Burnett is Professor, not Associate Professor
- Kindergarten spelling update
- 1 abstention

Faculty to review curriculum changes resulting from past Industry Advisory meeting, curriculum modifications, additions, and any recent hardware/software upgrades.

- Early Childhood Infant Toddler certificate.
- We have a process at the college that is delineated to discontinue a program. It begins with concern from faculty or Dean. One course (EAR 35) within the Infant Toddler Certificate is never able to successfully run due to enrollment.
- We have to have a minimum of 20 students for the class to go forward.
- The challenge lies with the course constantly being cancelled and therefore never being able to be assessed. After discussion with industry partners it is confirmed that EAR 35. The practicum class is not something being required in the community.
- The certificate is now discontinued at Norco College but EAR 33 and 34 will still be offered.
- We want to work locally with in home child care providers' advisors to see if future locations can be identified for EAR 35 later down the line.
- The goal is in 5 years from now we have a pool of providers within the local area Corona, Norco, Eastvale, and the edge of Riverside.
- As a part of the Perkins Grant, an analysis was completed to determine areas for growth in ECE. The goal is to increase the number of males in the Early Childhood Development Program. To advance this, the discipline will write the ADT for Child and Adolescent Development. It is broader option for people who know they want to go into k12 teaching. It will take a year to go through the curriculum so the earliest we'd have it in the catalog would be next fall.
- State Permit changes for early childhood education, looks like we'll have to create a new certificate to support the requirements for skills in management, coaching, and leadership. We need two more classes. A leadership class is needed. Until we see what they are requiring it to be comprised of we can't see how it won't be certificate. It will be 15 units not 18.
- Trying to collaborate ESL and ECE to have a cohort and to work with.
- We are able to hire a second full time faculty, there are 5 in the pool currently. Hiring for the fall the hope is to find someone to manage the special education program.

What else should Norco College consider to remain current with equipment, knowledge, skills, hardware, and software required in industry?

- Rebecca: Any additional skills related to technology, 4 core is needed on-line, knowledge of creative curriculum.

Industry & Advisory Breakfast

- Trudy: knowledge of how to complete a DRDP different child development centers are using different software for tracking of assessment. Budget Software tools such as easy care, the learning genie, QuickBooks, life cubby, procare. A reflective piece from every course.
- Sarah: Portfolio building, take the admin class provide students a portfolio, a class that is just tied to NAYC, how to build professional identity or embedded into each class then finished in practicum or admin classes.

Breakout questions:

- 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?
 - Paying for immunizations for students in need through the Strong Workforce Grant.
 - Doing permit at the lower levels
 - Greater access for students for observations
- Discussion of possible program discontinuance to collapse and merge our five existing ECE programs.
 - Dictated by the state

Electrician & Electronics

Glen Graham, Associated Professor, Norco College

Charles Henkels, Apprenticeship Director, Norco College

Larry McLaughlin, Deputy Sector Navigator, IE/Desert Region

Ralph Ibarra, Loma Linda University

Nita Leighton-NPD Corp

Kent Chow, Loma Linda University

Faculty to review curriculum changes resulting from past Industry Advisory meeting, curriculum modifications, additions, and any recent hardware/software upgrades.

- Glen Graham introduced himself and discussed the distinctions of the different electronics/electrician programs and industries involved.
- Discussed differences between electronics and electrician – industry practices are changing how the programs are run for students
- Separate vetting for electronics and electrician instructors – looking at industry experience.
- Creation of ELE (electronics) and ELC (electricians) courses
- Glen Graham asked the Advisory Committee for feedback on what they are seeing in electronics
 - Larry McLaughlin – DSN

- Focused on advanced transportation and renewable energy
 - Demand for automated control systems knowledge and experience
 1. Operation and maintenance of automated controls and instruments
 - Sensors will be of increasing significance
 - Networking and Telecommunications also significant
 1. Automotive technologies are becoming more networked
 2. Automotive technicians are needing increased electronics training
 - Kent Chow/Glen Graham: Discussion of Norco College/Loma Linda University partnership
 - 3D Printers used in prosthetics
 1. Profession – Pre-manufactured appliances for individuals (Each person requires a custom product)
 - Very costly to manufacture custom prosthetics and 3D printing may increase possibilities to help people
 - Larry McLaughlin
 - CTE may be too focused on individual jobs and not broad enough for a career
 - Kent Chow
 - Employers look for the “ability to think” in job candidates
 - Glen Graham: Increasing work/partnerships with other disciplines and organizations
 1. Working with Loma Linda to give bionic capabilities to amputees
 2. Bio-mechanics meet electronics and logic controllers
 - Kent Chow: Develop cost effective ways to help people on a mass scale
 - Glen Graham: How do we create curriculum that advances students but still gets interest and can be afforded?
 - Nita Leighton: Connect people and students to curriculum through life experience
 - ex. Awaken people to disabilities by relating stories of personal injuries
 - Glen Graham: Discussed advances in prosthetics. Ex. Printing scaffold that can be grown on a mouse and be transplanted onto a person
- Glen Graham asked committee for thoughts on what Norco could add or do differently to develop the electronics program
 - Kent Chow: What Norco has done is great. Kent feels they need to get things more aligned on Loma Linda’s side. Is there a fiscal limitation to building sensors? Loma Linda could help finance the cost of these programs.
 - Glen Graham: Looking at production 3D printer
 - Kent Chow: Looking into “power through Ethernet” with Phillips
 - Fiscal impacts – can tune the lights to human circadian rhythms. Helps with mood, satisfaction, and productivity
 - Cheaper to run low-voltage conduit
 - Can this be tested here at Norco?
 - Glen Graham – What courses can we offer to support students?
 - Ralph Ibarra - Soldering perhaps

Industry & Advisory Breakfast

- Kent Chow: Can we establish a relationship where Norco College has courses run at their facility?
 - Run a bionics (Bio-electronics) class?
 - Student teaching opportunities for their Masters and Doctorate Candidates
 1. Teaching experience is important for their career development
 - Exoskeleton development (agreeable that this could be helpful)
- Kent Chow
 - Game Development – Health-based gaming
 - Radio Frequency Inventory – Medical devices
 - Instrumentation & Control
 - Barcode Scanning
 - Automation in Inventory

Engineering & Drafting

Lorena Newson, Director, Title III STEM Grant, Norco College

Kasey Boyer, Grants Adm. Specialist, Norco College

Francisco Martinez-DLR Group

Pegah Rezai-DLR Group

Roger Furlong-Paton Group

Brian Dokulil-WB Powell Inc.

Jim Gillingham- Performance Engineering Products

Hazel Walker- Fontana USD-CTE

Dian Martin- Perris USD

Olivia Sanchez- Metropolitan Water District of So. Cal.

What else should Norco College consider to remain current with equipment, knowledge, skills, hardware, and software required in industry?

- Microval software takes cad drawings to cutting stage. It's a software we need to be adding to our programs
- Solidworks
- Bluebeam software
- Offer internships where students can familiarize themselves with drawing & creating portfolios.
- Utilize Rivet computer software

Advisory members to review any curriculum changes to:

Industry standards.

State/Industry Certifications.

Entry-level employment eligibility/expectation.

- Degrees are preferred but not required. Per advisors students need more background in actually working in that field and they need to understand what they are drawing. Huge gap between actual knowledge and practical practice.
- DLR group: Hire for all positions recently went to Cal Poly Pomona to hire internships. To hire for entry level they must have work experience even if it is an internship experience. Most interns get hired. Encourage students to apply for internship. They can start in a variety of areas in the firm but what was encouraged in Architecture was being able to draw and knowing Rivet.
- Soft skills (Communication, Time management, academic etiquette) offered in the form of a class or a certificate.

Breakout questions:

- 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?
 - Students need to understand basics of design and be able to visual a 2D element in a 3D design. Gap between technical knowledge and practical knowledge. Teaching in real world scenarios with real world situations. Seeing an issue with students not having a good work ethic. Need to understand what it is to put in an 8hr work day.
 - Identifying entry level class and have an industry partner come in each semester and meet with students about skills needed for that job.
 - Speed mentoring: Have a room full of experts in the desired field and give each student several minutes to meet with each expert and gives the students time to get to know what each expectations is and how they got to where they are. Creates great connections as well as gives student a real understanding of what they need to do to get to the final career path that they want.
 - Sending out surveys to partners asking what software is currently being used as well as requirement and needs. Always have an **Other Box** so that the industry partner can write in answers in case none of the options listed fit their category.
 - Provide wood working opportunities for students, wood shop experience.
 - Provide a quarterly newsletter regarding the college's new/existing programs and certificates.
 - Partner with 4-year universities that provide students with internship and apprenticeship opportunities.
- How can we best market our 3D mechanical drafting certificate to industry and potential students?
 - Making sure students understand what the pathway they need to follow to get to their career goal.
 - Informing students on all of the different types of jobs in Engineering and what job you can get with this particular certificate. Then informing them on the skills they need for different departments within in that job and letting the student see if this job is what they want to do. There has to be desire to do that job.

Industry & Advisory Breakfast

- Ways to make sure the College is meeting industry standards?
 - Simple reaching out to industry partners annually. It is a two way street it benefits both parties if we are teaching the correct software.
 - Solid works is a must and passing the exam solid works administrators gives students the beginning knowledge that all drafting students need.
 - Teaching student a good strong work ethic more than just the knowledge need to be able to actually work the job.
- How can we increase the number of internships available to our drafting students?
 - Reach out to industry partners
 - DLR Group currently offers internships in Architecture
 - Metropolitan Water District
 - Entry level assistant engineer 1- must have undergraduate degree in engineering anything more will give you a higher level position. Like to grow within the company
 - Internships are always available currently have internships with High School CTE programs all throughout Southern California.
 - WB Powell is looking for Entry level estimator and sales- Estimating, Bluebeam, ability to read drawing's.

Open Discussion and Q & A with Faculty

- Plain and simple drawing checking is a must.
- Teach students to be their own sales person and how to sell themselves to jobs
- Basic knowledge of all the departments every company has is important.
Understanding how what you do in your job feeds into the company and all components.

Advisory Committee Recommendations (List feedback below)

- Career Counselors need to get out into industry find out skills needed and bring that back to the students
- Guest speakers to talk to students about salary, job skills and partnerships
- Industry advisors to come in to classrooms and speak to students every semester.
- Speed Mentoring once a semester
- Surveys to ask what industry what is currently using and needing
- Take students on tours to actually see the Engineering in the field

Information & Communication Technologies

James Finley, Associate Professor, Norco College

Cathy Brotherton, Faculty Computer Information Systems, Norco College

Azadeh Iglesias, Student Success Coach, Norco College

Scott Brovsky, Executive Director-In SoCal Connect

Doug Sugg, Chief Technology Office- NSWC Corona Navy

Glen Payne, IT Manager-GP Technologies

Tami Moore, Teacher-Gaming, E.R.H.S

Tom Parslow, Teacher-Video Game Design, Chaffey Joint Union- Charter Oak

Tony Tyler, Teacher- 3D Automation, Santiago High School

Jose Navarrete, Teacher-Acute Finance CSUSB-Kids that Code Inc.

Alfonso Anaya, Program Director- Kids that Code Inc.

Tracy Vackar, Trustee & Director of CTE Programming in Fontana Unified-Trustee Riverside CCD

Breakout questions:

- 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?
 - **Doug:** 3 important skills: working together as a team, having the information/knowledge to contribute to the team and being able to communicate orally and in writing. Not all who come through have mastered these 3 skills.
 - **James:** The points you make seem soft skill orientated. How much are hard skills and technology background are you expecting?
 - **Doug:** Having the subject matter expertise and knowing the area they are going to be working in is critical. If you don't have the skill set, there is no sense in communicating.
 - **Payton:** Having flexibility and exposure especially in IT. Have to have heard of words & technology that is out there. You don't have time to teach everything. You have to at least know how to do things & how to find the info. If they don't have the knowledge, it's important that they have at least heard of it, and know how/where to find the information. The how will come later, the why is critical and is needed to start. Give them the why in programming, in computer science and they will figure out the HOW later; they don't have to know the HOW in everything, but should have at least heard of it.
- **James:** Insight on how to instill the why?
 - **Payton:** It goes back to the teacher who has to teach the WHY in programming. What is this? What are we trying to do to the computer? This has to be done at an early age. We have to get down to basics, most kids don't know how to type anymore because they are based on their phones.
 - **Cathy Brotherton:** What is learned in the freshman year is outlearned by the senior year. Lynda.com is used at Norco College for additional learning. We need to know where to find it. Instant gratification now, so students don't initially want to know why. We are Me Now Society, we don't take enough time to show how to do things. For example, my daughter will grab my phone and fix it, but not show me how it was done.
 - **James:** This is like what we were talking about earlier. Giving young kids mind craft or Legos to play with makes them better thinkers when they get to us. They have a lot

of blocks and they have to create the WHY, the meaning behind what they are doing.

- **Scott:** Some of the larger companies hire student's right out of school. Disney provides internships. Murrieta, Game Cloud-biggest complaint is they can't find talent. There is a disconnect going on. We need to start competing with other states and cities. People are not writing checks in this county. Example: Game Complex, flown to Atlanta, offered free office space, fundraising and told the city would pay for their interns. Don't have a tech ecosystem. Younger people are saying: this is like a farm or ranch town. The message is if you want to do something cool, you have to leave Riverside County. We need to figure out a way to tell students there is cool stuff going on here, so we need to find a way to support this cool stuff going on. Possibly paid internships, help smaller companies, create real internships at Game Cloud doing what they have been trained to do.
- **Scott:** Can school do more to support small business & entrepreneur in the community?
 - **James:** Norco has tried with a lot of effort to partner with the County and City. Early traction was made, but the ground work for funding doesn't exist. Outside consultants, but hasn't taken off. In California there are a lot of big companies, but they are not in need of resources like smaller companies are.
 - **Tammy Moore:** Issues: standardized testing doesn't help education, created an education thought process of how/why. If they are told no, they say ok and leave. The Educational system is breeding acceptance of that mentality. No, is like a failure and you need to try to figure out a way to make it a yes. The mentality in California is NO, so you start to struggle. In the classroom there are brilliant students that work with FBLA (approved by Federal Government CTSO-Career Technical Student Organization, so we get federal funding), but they do not think for themselves, they are told what to do, when to do it and how to do it. I think Chess should be a part of the curriculum in kindergarten, because it forces you to think, problem solve, exponential opportunity. Simulators are being built to teach, instead of using dummies. I take these back into the classroom, so they get the here's WHY. This is not being taught in other curriculums.
 - **Tony:** Trying to get some clarity on why places like Murrieta say no and what are we missing? How are we missing people and places in our area that don't know about this? We have been doing this for several years now and we only have two high schools represented. How do we get this input in to the classrooms, even if it isn't an internship, what projects should they be starting with to understand what it takes and learning the why. Even talented kids don't realize they are valuable now.
 - **Scott:** What can industry do? IT and folks in the county, come and communicate in the classrooms. Industry professionals coming in to the classrooms. For kids, I have talked to 7 or 8 kids who are college students who are looking for accounting internships. They need to understand some level setting. There needs to be two way communication between tech company executives and employers with students as well as teachers saying if you have the opportunity you should still take unpaid internships in order to learn.
 - **Tony:** For internships, people usually have a specific skill. We have the advantage now that we have the technology without having to be together all the time. We can set up meetings and get together online.

- **Tammy:** In the classroom, you can teleconference with others. Microsoft-can do a tour or presentation online for students which can help with the issue of time for the presenter.
- **Doug:** That is one of the things we need to do, utilize technology. Why are you learning? This can spark an interest with students. Before 9-11, would set up tours with high schools and colleges, but now it takes a lot of time and resources to set up and the presenters are unable to justify why they are there. Doug agrees with Tammy's suggestion. At the base, we could get a POA shop to make sure there is nothing classified in camera view.
- **Tony:** Those types of things can be done and then recorded, so one can go back and view it without it being live.
- **Doug:** If you don't understand curriculum and how to teach something. You can demonstrate something for the benefit of the student. We can do that or point the class in the right the direction.
- **Scott:** Teaching what is hot. Ex: Unity, mobile game event in Santa Monica. It is hard to find talent to participate. A lot of people won't move to this county, because it is not seen as cool. We need to communicate to kids, that there is massive demand for game developers. An IOS Developer needs to be happening in this community.
- **James:** Thank you for bringing up the concept of WHY. What can industry do?
 - **Scott:** There is misalignment with the WHY. With Game Developer students, the why is they like to play video games. The problem is not hearing from those with the need, that there is a need. When the people who want jobs and the people who have jobs to give aren't speaking in the same place that is a failing in the community.
- **Scott:** How can we solve this problem overall?
- **Tony:** We are following things from the national conferences and it's hard to get what the need is and understand how do we convert? We have flexibility, but what does unity mean?
 - **Scott:** We have to line it up with the reality of what is out there. In a classroom with 20 kids and everyone thinks it will be cool to be a Game Developer, but you have to tell them did you know that is typically 2 people on a team of 200 people. You don't want to force students to do something they don't want to do, but we want to inform them of the reality of the jobs and opportunities out there. Previously you had to go through QA, but now you have a portfolio to prove you have done something so students have the opportunity to get hired when they graduate. I am shocked the Mobile Developer Program was discontinued. But can't hold a program without interest.
 - **James:** Next door, is the game 79 class. Everyone in developer game track feeds into it. They are all industry ready, but probably have not heard of Game Cloud.
 - **Tracy:** It is critical to changing perspectives in this region. From a workforce standpoint it hasn't been figured out how to be able to facilitate tracking of companies coming here to get them launched so people are leaving. Asked Scott if he has IEP Connections? He has. Another thing thinking about: Being able to capture students to get out to do the internships. Maybe Norco could explore working with students when getting finance package. Amazing grants happening here that may pay for their education and play grant around to create a paid internship.

- **Cathy:** When I was at Riverside, we didn't previously talk about internships. Talking about doing mobile apps in a different way. Possibly accelerated courses. Standardized testing makes students less prepared. We have internships here, employment placement coordinator Ashley Etchison. We created this position with a grant. Sometimes you have to start small. Internships are important here, but was not seen as important at Riverside. Kevin Fleming, Maureen Sinclair, Colleen Molko have been instrumental in getting students the experience outside the classroom as well. We are trying to do things different and starting small. I am trying to say WHY in classroom. If we can start with partnerships and talk to others outside we can be different. Graphic Design articulation has been created.
- **Doug:** I am a huge supporter of internships and apprenticeships. We have 5 students going to begin at the base. What better way to know if you want to hire them, then seeing them for 10 weeks. No commitment on either side. Hopefully both sides will feel they are good fits.
- How can we increase the number of internships and Work Experience for students?
 - **James:** A lot of companies are not in a place to offer internships. What can be done to get students in this environment sooner rather than later?
 - **Tom:** At Charter Oak, we turned the Graphic Design class into a little company. We went to ASB and other departments in the school asking what needed to be done on campus. This way they were able to get real world experience. Our class was the only one doing this at the campus. Maybe doing work experience type stuff, reach out to elementary schools in the area and see if they need programming for a class. Maybe not getting paid for it, but just for a grade.
 - **Cathy:** Some design students have created work for Norco College for example the Food Pantry and a sign off the freeway. This work can be added to the student's portfolio.
 - **Tom:** Even if 5 students completed the assignment, but only one proposal is chosen, the other students can still put their proposal in their portfolio.
 - **Tracy:** For Norco, reaching back out to K-12 schools is a great way to work with teachers. When students are able to teach others those skills that is the highest level of showing you have mastered that skill. (*Blooms Taxonomy*) The kids will love it and be engaged. That will also put Norco College out there with potential future students.
- **Tracy:** Who is reaching out to Chamber of Commerce?
 - **Scott:** They are usually focused on retail businesses. Innovation Month is in April with Start Ups. If super talented students were to reach out to these companies and create pitches, those companies would latch on, especially if they aren't being charged. The school may not get higher level gigs through Chamber of Commerce.
 - **Tony:** If can't get them out of classrooms, so bring those types of scenarios onto the campus. Incorporate that into the classroom and timing on when it needs to be turned out. Even if after the fact they can use as real world scenarios. Having Time frame can be beneficial for students too. Students are sometimes uncomfortable when things are not completed or done right. But doing it to see if you are on the right track is important to teach as well.

- **Scott:** 99 Designs: Global Platform, Create Program and put online for those to choose. Can Norco do this and bid on these? Norco Students could go on and see what bids are being requested.
- **James:** Internships with Activision, created with communication. 2 Places connected by centralized area, Central Hub where people can voice needs and students/schools can address. Get students to get there, pathways to create industry with schools.
- **Scott:** Have to be competitive. So kids realize actual skill level instead of hearing they are always great. Then they are surprised when they realize they are not doing a good job.
- **Tammy:** Need to list what careers parents work in. Internships to work, creators of internships have to believe they are talented and will do quality work for them. That will build some value. Program in middle schools: Speakers go into elementary schools as well. Even careers that are not glamorized, need to create that want in the careers.
- Approval for a summer "Coding Camp"
 - **Scott:** Students only? Can be for public as well. Any Sponsors or prizes?
 - **James:** Developing a curriculum now. Certifications we are going for, cert of completing, working on funding as well.
 - **Scott:** Hackathon at the end?
 - **James:** Music program-final same as pro tools test.
 - **Tom:** Great idea, something live like this is awesome especially those that can't take a 16 week course.
 - **Cathy:** Can build it out if needed, and possibly create like ACE program. Develop own skills, but not necessarily need a cert.
 - **Glen:** This is the answer to the how. Things you can't get from a You Tube video. Ads on and interaction, there are always questions. Great idea. Plug in another app.
 - **Cathy:** repackaging. Have to create the need. Introduction and then exposure. Ed is based on marketing.
 - **James:** Mobile Application. Updated modern web standards.
 - **Tom:** Coding camp leading to teenagers too? Would love to have teens do this and get hooked. To keep the thirst.
 - **Cathy:** don't have to enroll in the college to attend.
 - **Tony:** Low end on age? Elementary or elementary possibly.
 - **James:** Prior camps have been strong marketing, not to walk away with tangible skills to get hired in, but this is different.
 - **Tony:** Time frame?
 - **James/Cathy:** 4 week period. Nothing intensive like primary semesters.
 - **Cathy:** Primarily CIS and CSS Courses, will send email to each participant and give input regarding courses. Pending Advisory.

Manufacturing

Paul VanHulle, Faculty Manufacturing, Norco College

Ana Molina, Administrative Assistant & Space Utilization Specialist, Norco College

Catherine Wallace, CNUSD-Santiago HS

Rob Ibbetson, Principal, Norco High School

Dylan Harter, Vocademy

Patricia Carlson-Toolingu-SME

Patrick Billman- CRYOQUIP

Michael Vargas-CMTC

Patrick Malliso- Intl Fluid Power Soc

Introductions

- Paul introduced the classes that are offered at Norco College for machinery and the conventional machines programs. He explained the different type of machines and programming classes. He also talked about the different types of certificates offered in this program. He mentioned that a machine will be replaced by a bigger machine and a new grinder. Everyone introduced themselves.

Review of Industry Advisory meeting minutes from 2016.

- Approved. No abstentions.

Faculty to review curriculum changes resulting from past Industry Advisory meeting, curriculum modifications, additions, and any recent hardware/software upgrades.

- Patrick B: They used more inventor software type. The software's utilized by Norco College are good for the programs offered.

What else should Norco College consider to remain current with equipment, knowledge, skills, hardware, and software required in industry?

- Paul Vanhulle: Building a small welding program is essential. ELI 27 class was taken out because it was not needed. However, mathematics are being tough because is essential.
- Katherine Wallace: Would like to see more accelerated programs for certificates or degrees for people that are already using this machines. Have the experience and are known for their expertise. Evening classes will be better because they are working individuals even if it has to be a program that goes longer hours. There is a lot of people that would be interested that do not have high school education. When they are on a higher level of competency they need advanced level classes. If we can offer that to them it would be great.
- Paul Vanhulle: Mentioned the turn-out of a few programs that were offered. Man 39- Three year machinery accelerated program 5 weeks long with 5 students register. Man-38- only with 8 students.
- Patricia Carlson: Asked, what are you doing to interface with a contract training site? We should have a program that has validation in the academic side. A program for adults working on the field already. We should also focus on the veteran's population. Many colleges have programs that tie the experience with a degree that they need. We should work on the contract training with a non-profit organization to provide training and skills for high school and college students. The hands on training is great program. The Inland Empire has a lot of job opportunities for people.

- Paul Vanhulle: Commented that class section Man-56- is being offered. If this class is considered for an accelerated program it needs to be offered for more hours a day.
- Rob Ibbetson: Mentioned all the machinery they have at the high school. They are also adding a wood shop program. They are trying to be part of the Norco College program and they believe it as a great idea if they offered a 5 months program for high school students.
- Paul Vanhulle: We will look at our articulation agreements in this area as well due to the changes that have been implemented in the industry.
- Dylan Harter: His institution offers a lot of shop classes for students. Mr. Harter has a lot of friends that hours have been cut. He encourages these people to take classes so they can find a job. To increase their skills in the industry they can learn how to do welding and/or use different type of machines. Is better for people to know how to operate a lot of different things instead of only one thing. They will be working on an apprentice program that will be three months. Give people hands on skills.
- Patrick Billman: Finding the experience level for manufacturing is becoming a problem. Internship programs in light manufacturing stainless welding should be implemented. We need to encourage our youth to learn this skills.
- Michael Vargas: His organization pays manufactures to go to academies. There is a detachment from the skills and career planning. Many students think they will get a job programing after getting a certificate. They should be an alignment with the career trajectory. We need to do a better job to help them understand what the local opportunities are. There is a missing element of the expectation of individuals and the industry. The career planning face is missing, knowing the expectations or the opportunity of the job is essential. We need to make sure that the students need to have a bigger plan and that they are getting the right skills to get there. Having an advising plan for students would be a start. They need to understand that they need to start at an entry level position and move their way up. That there is a process to get there.
- Patrick Malliso: Fluid Power society and accredited instructor. The power association works with different programs in high school institutions. Kids don't know that there are technical jobs available and in high demand. By 2020 there will be about 6 million jobs in the engineering industry. Kids don't know that by getting a power degree in two years they will get a job right away making good money. These are for those students that don't want to get a degree from a four year institution. Mr. Malliso goes around businesses explaining what fluid power is and how they can get certification.

Advisory members to review any curriculum changes to:

- **Industry standards.**
 - A new class is being offered. Men 69- introduction class to tools, equipment and maintenance of machines. This class is taken by everyone.
 - Another class is Man 68: Maintenance concepts part of manufacturing curriculum. A great class for everyone. It ties the fundamentals and knowledge for people.
- **State/Industry Certifications.**
 - Topic discussed above.
- **Entry-level employment eligibility/expectation.**
 - Topic discussed above.

Breakout questions:

- 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?
 - Participate in manufacturing events and provide a lot of hands on experience. Have internships or apprenticeship programs for students for the first year that are coming out of the programs. For businesses to participate in the career and job fair done at Norco College. If they can be contacted to participate on the next career fair.
 - Rob Ibbetson: Have high school kids see the industry and understand what they can do with their education. Provide information in regards to salaries in the industry.
 - Patricia Carlson: To do more outreach to more age groups. Have a marketing budget to make videos that promote the manufacturing industry. Show the video on career day and/or the website.
 - Michael Vargas: Have students attend different companies of the industry prior to career day so they are already informed.
 - Rob Ibbetson: The majority don't have the soft skills to speak to people. Is there a class or is built in the curriculum that teaches this skills.
 - Paul Vanhulle: They are looking at putting it back again. But students will not take the class.
 - Patricia Carlson: Suggested to incorporate the soft skills into another class.
 - Paul Vanhulle: If they had English class they don't have to take it.
- How do we market our forthcoming conventional machining program to the community?
 - Catherine: The College can visit Santiago High School to promote it to students.
 - Dylan: Integrate shiny parts so it can become interesting to students. You can make your own stuff. Show them what they can make in the manufacturing world. For manufacturing to have a portfolio.
 - Rob: The College should be investing on visiting high schools for marketing the manufacturing programs. Take them trinkets to make them interested. Provide extra credit for students to visit sites.
 - Catherine: Marketing is essential to kids to make them register for this types of programs. Give kids extra credit or community service credits for kids to get information.
- How can we infuse the maker space movement into Norco College?
 - Having working here full-time.
 - Patricia: Change the perception of attending a community college system. A community college is the foundation to go to a four year university. Also that is the way to discover what they really want to do.
 - Dylan: Change the perception that you are not a failure if you don't attend a four year college.
- Approval for the new Facilities Maintenance certificate/degree.
 - Approved by everyone.

Commented [n1]: a

Real Estate

Budd Riker, Faculty, Norco College

Jennifer Krutsch, Media and Marketing Technician, Norco College

Patty Short, Real Estate Agent-Star Estates

Linda Holmes, Real Estate Broker/Trainer- Century 21

Robert Machado, Multi-Family Housing Specialist-USDA Rural Development

What else should Norco College consider to remain current with equipment, knowledge, skills, hardware, and software required in industry?

- **Linda:** We work with a lot of people that aren't real estate agents. They are investors and others that are correlated to real estate but not agents. They don't have degrees, just experience.
- **Patty:** The average age of a real estate agent is 50 years old and it is something we need to consider. Something of the most important aspects is that real estate agents also need experience with entrepreneurship and need to know how to budget. They need to understand taxes and how to finance a real estate business.
- **Linda:** Most agents start as an agent in a company and then end up going out on their own and become independent agents. Therefore, experience in starting and maintaining a business is equally as important as getting a real estate license.
- **Patty:** New agents get a license but they aren't prepared. The failure rate in our business is sky-rocketing. New agents have this attitude that they can obtain their license and walk into a community like Ritz-Cove in Dana Point, a multi-million dollar neighborhood where nothing sells for under \$4 million and become "THE" agent of the neighborhood. It just doesn't work like that.

Breakout questions:

- 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?
 - **Robert:** Property Management is becoming even more important in the real estate industry.
 - **Patty:** Selling is also critical.
 - **Linda:** I'd like to work with Tom to create a course that teaches selling techniques. Real estate agents don't quit because they don't know the technology. They quit because they don't have the clients or customers to sustain a living. You need the basic principles of running a company. You can't do this part-time. You need to be invested full time. You need to be an entrepreneur, a salesperson, a manager and a real estate agent.
 - **Budd:** The basic skill sets are lacking.
 - **Patty:** New agents come out of school shocked that you need people skills, sales skills, communication skills and so much more. Its simple skills that go with selling...management and that sort of thing. One of the best things that Norco can do is focus on basic skills first, then build on sales technique and then focus on real estate.
 - **Linda:** An issue we see with new agents is when they make their first sale and get their first paycheck that might amount to more than they made in an entire

couple of months at a previous job. They get all excited and think those paychecks are going to keep coming, and coming steadily and that isn't always the case.

- **Patty:** They need to learn to budget and sustain.
- **Robert:** They also need to learn how to start projects without a lot of capital. They need resources for capital.
- **Patty:** They need to learn networking and build relationships. You need to have at least 6 months of living expenses saved up before you go into this business.
- **Linda:** Bruce Norris, the Norris Group, would be an excellent resource as a guest speaker for our students. He is well respected and is an excellent predictor of economic forecasting. He is invested in the local area.
- **Linda:** "How to do a lot of sales in Real Estate without spending a lot of money" – it's a training program that should be mandatory for students.
- How can we grow our online real estate program?
 - **Linda:** What do you teach online now?
 - **Bud:** I think most of this curriculum is online.
 - **Linda:** I think online webinars would be beneficial.
 - **Patty:** One of my concerns is that the new students need to understand that it's a relationship business. You can't sell a house online. Yes technology is useful and makes my job a lot easier but this is a face-to-face business.
 - **Linda:** it's also important to remember that most agents are baby-boomers and not millennials. We still do stuff old school. And we are getting it done.
 - **Linda:** because this is an emotional business, we are constantly watching videos on YouTube to maintain focus and continue learning. Small group discussions would also be helpful.
 - **Patty:** anything that can be learned online, especially like facts and figures is fine. But students need interpersonal training. Face-to-face training. Learn to talk to people.
- How can we better market our classes to potential students?
 - **Patty:** Know your demographics and market to baby-boomers. Average age of an agent is 56 years old. **Bud:** The largest income in this country is coming from baby-boomers.
 - **Linda:** focus on adult education and a second career.
 - **Patty:** you've got two types of people interested in real estate these days. They baby-boomers looking for a second career or post retirement or the young millennials that are looking to be the new hot shot agents like the show "Million Dollar Listing" on TV.
- How can we better track student graduates to report employment and wages?
 - Nobody provided an answer and asked to move on to the next question

Offer options to engage with students through a few options ("Commitment Cards"):

- Classroom presentations
 - **Linda:** Bruce Norris would be an excellent resource for our students

- **Robert:** I would love to come and speak to the Norco College students. **Jen:** Can I get your name, company and job title please? **Robert:** Robert Machado, USDA Rural Development, Multifamily Housing Specialist – would like to come talk to our RLA students. His contact info listed above.
- Industry Tours
 - **Linda:** Real estate trainers could probably get group discounts in private real estate training programs.
 - Brian Buffini – offers 2 day seminar
 - Tom Ferry
 - Mike Ferry
- Internships
 - **Linda:** Job shadowing: we have this program called Blitzes (prospecting blitzes)...one in Corona, one in Irvine, one in Brea. Held once a week. Would be a great opportunity for students to attend.
 - **Patty:** Board of real Estate preview meetings – “the caravan”

Advisory Committee Recommendations (List feedback below)

- **Linda:** Could use some Real Estate Office Managers – the people that do the recruiting.
- **Patty:** Need a large mortgage company – the managers from these companies.
- **Patty:** Invite appraisers, brokers, lenders – not just real estate agents. We all work together and the curriculum should be cohesive amongst all of us.

LOGISTICS MANAGEMENT PROGRAM

Rex Beck
APICS-IE
Rialto USD
Wal-Mart
SCE
Carl Pentis Law
Fontana USD
CEMaST

MEETING BROUGHT TO ORDER

- 6:15 PM

APPROVAL OF AGENDA

- It was motioned, seconded and approved (M/S/A) that the agenda be approved as presented.

INTRODUCTIONS

- Each attendee introduced their self to the group.

COMMITTEE GROUND RULES

- All Committee members agreed that communications (such as meeting minutes) may be distributed using open email addresses (no blind copies necessary).
- M/S/A The Committee may vote upon motions by email during the year prior to the next meeting.
- M/S/A Those unable to attend this meeting may continue to participate as Committee members.

INFORMATION ITEMS

- Update on Credit for Extra-Institutional Learning
 - Contrary to recommendation at last meeting, Credit for Extra-Institutional Learning option was not adopted by Norco College for 2016-2017 school year, but is scheduled to appear in the 2017-2018 catalog.
- Scholarships Awarded
 - DMA, DMA-Osher, and APICS scholarships were awarded during the last academic year. Tony Martinez was recognized for his support of the consistent APICS scholarship contributions.
- IQN Registered Training Center & Waiver for Dip.SCM Exam
 - Norco College continues to act as a Registered Training Center for the International Qualifications Network's Dip.SCM Exam, and this remains posted to the Logistics Management Program web page.
 - Additionally, students who complete a Norco College Certificate (including BUS-80 & BUS-87) are exempt from testing for the Diploma in Supply Chain Management (Dip.SCM) issued by IQN. As a test case, faculty assisted one student in completing Dip.SCM exam waiver process with IQN. This Norco College graduate was subsequently awarded the Dip.SCM designation.
 - IQN recently announced that independent study will no longer be an option for their Dip.SCM. All candidates for the Dip.SCM must enroll in a registered training center such as Norco College.
- Production Level
 - Logistics Management students were awarded 20 Certificates and Degrees during the 2015-2016 Academic Year. Faculty expects this number to be maintained during the current year as well.
- Productivity Level
 - During the academic year 2015-2016, the Logistics Management Program was the most productive program (four digit T.O.P. code) at Norco College as measured by State approved Certificates and Degrees Awarded divided by Course Sections Offered. Detailed spread sheet statistics were shared with attendees.
- Anecdotal Evidence
 - Selected narrative feedback from individual students was presented to and reviewed by the Committee.
- Curriculum Review and Faculty Development
 - Changes to curriculum have been primarily made to update texts, etc. Student Learning Outcomes are assessed on a rotating basis.
 - Overall program was benchmarked against the new CLTD program specifications as established by APICS, with favorable results. To further assess our curriculum, Rex subsequently took and passed the CLTD exam without benefit of study.
 - In the process of passing the CLTD exam, Rex found there to be more quantitative questions than anticipated. However, satisfaction remains that these quantitative topics are introduced in the Logistics Management Certificate curriculum, and mastered in curriculum for the Business Administration Certificate- Logistics Management Concentration.
- Use of Donated Textbooks Free to Student.
 - Former 8th edition text donated for BUS-80 is no longer in use due to release of 10th edition. Donated texts are still in use for BUS-85, 86 & 90.

ACTION ITEMS

- Elective Credit
 - The committee discussed the possibility of adding the following note to the Program Outline of Record for the 18 unit Logistics Management Certificate:

"Students may petition to have elective credit applied toward this Certificate for military training, extra-institutional learning, and transfer or articulated courses in logistics disciplines. Students must complete at least 9 units at Norco College from the above list for such credit to apply."
 - This item for tabled for possible future discussion.
- Industry Demand for Logistics Management Program
 - M/S/A The Committee supported a resolution stating that demand within the regional industry for our Logistics Management Program remains high.
- Curriculum Content
 - M/S/A The Committee supported a resolution stating that curriculum for our Logistics Management Program reasonably supports current industry needs.
- Development of High School Pathway(s)
 - M/S/A The Committee supported a resolution expressing support for the following:
 - Working with Rialto USD to develop a Specialized Secondary Program, which would be a project/case based educational program including sequential STEM oriented CTE courses for junior and senior year high school students creating a pathway to logistics industry employment and/or a partially articulated continuation of studies in the Logistics Management Program at Norco College.
 - Pursuing similar articulation activity with Fontana USD.
- New Supply Chain Management Program at Moorpark College
 - M/S/A The Committee support a resolution approving of a sharing of curriculum at the course outline level with Moorpark College as they begin the process of developing a Supply Chain Management Program, as well as with Porterville College.

ADJOURNMENT

- Meeting adjourned at 8:00 PM