

Business and CIS division Advisory Board Meeting MINUTES

October 14th, 2021

BUSINESS MINUTES

(INCLUDES MANAGEMENT, MARKETING, INTERNATIONAL BUSINESS, REAL ESTATE AND ENTREPRENEURSHIP)

Program Approvals at the end of the minutes

Attendees:

- Carlos Ayon
- Gary Graves
- Cathleen Greiner, Business and Entrepreneurship OC
- Anna Carlin
- Kathy Standen
- Gabriela Fernandez
- Rich Ghidella
- Kendrick Kim
- Dale Craig
- Charles Byerly
- Lee Steidel
- Ron Pike, BUS/CIS Cal Poly Pomona
- Barry McCarthy
- Wyeth Watnik
- Gil Contreras
- Doug Lusk - National Society for Legal Tech
- Ming-yin Scott
- Ayman Soliman - Moss Adams
- David Alexander
- Carl Fong, CTO Orange County Dept of Education
- Olivia Barajas
- David Alexander - City of Hope
- Nancy Woolridge
- Ash
- Vivek Mande, Director School of Accountancy, CSUF
- Aaron Castillo, CRUX Wealth
- Brandon Tran
- Steve Wiideman
- Dave Miller
- Martha Payan-Hernandez

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Dean Carlos Ayon:

- 471 degrees/certificates in 2020-2021
- Enrollment of males is down

Kathleen Greiner: (OC Bus and Entrepreneurship)

- Entrepreneurship accounts for 28% of private nonfarm employment in OC
- Number of establishments increased by 22.5%
- OC Business and entrepreneurship establishments employ 307,000+ workers
- Avg residential based worker earns \$85K/year (slightly above average)
- Connection/teamwork/collaboration skills are KEY for hiring managers

Notes

Tell us about the “working from home” trend. Simply stated, COVID-19 has forced many firms to work out all the bugs with remote workers – and what may have been a necessity is now more of a trending standard. How can/should our courses and programs change to reflect this is paradigm.

We are already teaching students now on how to work remotely; use the tools that others use online (international students); reliance on technology has really increased - photography is super enhanced; virtual tours are quite elaborate; students need to know how to use these tools (or learn quickly) face-to-face is still important; DocuSign (as an industry they are pushing back on it, the realtor still needs to explain the documents to the customer); students need sales skills at the start, then the value add becomes apparent; we should be linking the Digital courses with the Real estate coursework; Google Docs; Google Sheets; collaboration tools are lacking; Kowtoons videos for

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promotion; Canva presentations; Living in an Online World (Fall 2022); specialized classes where students can learn tech that can be applied to discipline areas; videos to show instructors/students on HOW to use these tools, Just In Time Learning; adjuncts want a course to learn how to use new tools; My Talking Pet (app) that allows students to have avatars;

1 - Consider a short term class where students learn to produce short videos

1 -Survey faculty to see what tools they use and are experts in

Student resume: Tools and Analytics; Hands on practice is valuable -- simulation;

Skills you can put on your resume after this course: Certificates they can add to their linkedin profiles;

LEE: I have students do Linkedin Banner graphics in Canva for their profiles and have them post them to my Meet & Greet ice breaker.

More time and more assignments; 10 weeks UC SD; MKT 169 course an extra unit and a bit longer --

1 - Digi Mkt students have NOT taken the sequence of courses, we need to fix this

Digital Advertising Project at the end; Student NO; still looking; Digital Marketing Suite; Hubspot Education partner (full access to enterprise suite) but it's live;

2 -We do need some funding here for the Digi Mkt courses to allow students to have "hands on" the digital tools. The specifics of what is needed needs to be explored.

2 - SEM RUSH Guru account -- how much does it cost? 30 days. Can we pay for this?

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Faculty class for video editing; Adobe Captivate (student discount) ;

AI being used UC San Diego specifically talking about Blockchain; CBD; Virtual Reality; voice assistant tools;

Steve thinking it won't be super popular for another 1-1.5 years from now

RE is a natural entry points for AR/VR

We are developing new courses and a program in "Digital Forensics and Incident Response" - Do you support this development? Does your need digital forensics and incident response services? What certification do you think is important for this skill set?

Digital Marketing forensics -- yes that's happening; security and ADA compliance, privacy, HUGE right now; Key component of ANY brand now

Need to teach more social awareness/cultural awareness to students

Ask students to have freelance work on the resume -- as a side hustle

How do you define innovation in your industry? What are some examples of recent innovation?

What are some of the biggest gaps facing those who are entering today's workforce in your industry?

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Thinking about a student's resume; what do you consider to be 1-2 of the most important factors that might lead to you hiring a students with a certificate or degree from Fullerton College?

How has COVID-19 impacted your BUSINESS and INDUSTRY?

In a startup or other business environment what suffers more breakdowns: our products, our processes, or our people? How could we fix this?

Do you have any recommendations for new courses or programs that we should consider? <https://catalog.nocccd.edu/fullerton-college/degrees-certificates/>

We are developing new courses and a program in "CLOUD COMPUTING - Do you support this development? Does your business use "the Cloud"? if yes, how? What certification do you think is important for this skill set

Omnichannel Digital Accessibility; Hacking Marketing book; how to share documents in Google Drive and OneDrive; Techniques for remote collaboration;

Basics of compliance should be known; more important than cybersecurity;

We are developing the following new program. "CANNABIS MANAGEMENT" - Do you support this development? Cannabis is one of the fastest growing industries in California. It was noted that the college should consider this program as a Bachelor degree if the certificate if success. The program was discussed and approved to move forward. (See appendix)

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Other discussion included:

Marketing is an important tool for this industry; Blockchain, NFT topics; are they covered in a course?

We are developing the following new program. "Networking SKILLS certificate (9-12 units)" to complement the Networking Certificate (18-19 units) - Do you outsource networking expertise or is networking tasks performed in-house? Most agreed that hiring in-house is preferred.

Would you be interested in providing financial support to any of the following endeavors:

*****Contribute to providing Business suits for young men or women (Approx \$80 each) (CAREER CLOSET). We have a new partner who will supply new suits, they will cost us a wholesale price of \$80 each. (1 student, \$80), (5 students, \$400), 10 Students, \$800) *****Contribute to HORNET ENTREPRENEURS ENDOWMENT - an endowment that allows students to apply for funding of up to \$2,000 to start their business after they have successfully completed. Contributors are eligible to be business mentors to recipients. (Any amount) ***** Contributing to HORNETS ABROAD INTERNATIONAL ENDOWMENT - an endowment to subsidize the cost to send students on a 1-2 week field trips each summer to learn about business/entrepreneurship/import-export/culture in foreign countries. (Any amount)

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CIS Department Discussions:

Industry professionals in attendance:

- Dr. Ron Pike, Cal Poly Pomona
- Carl Fong, Orange County Department of Education
- David Alexander, City of Hope
- Ash Kotecha, Experion
- Doug Lusk - National Society for Legal Tech

Dean: Carlos Ayon

CIS Faculty:

Anna Carlin
Dale Craig
Gabriella Fernandez
Nancy Woolridge

Each attendee introduced themselves, followed by a question and answer session.

First question was from the list of questions distributed to the attendees:

Tell us about the “working from home” trend. Simply stated, COVID-19 has forced many firms to work out all the bugs with remote workers – and what may have been a necessity is now more of a trending standard. How can/should our courses and programs change to reflect this paradigm.

Industry professionals each stated that they had at some point worked remotely. David stated he is permanently working at home. Technology used to facilitate remote working environments included Microsoft Teams, Zoom, WebX and virtual desktops. Ash stated that this led to a bandwidth challenge at his organization. In addition, laptops were distributed to employees and some organizations allowed employees the flexibility of being in the office or working remotely.

The industry professionals felt that our courses and programs should include business basics, office technology, training on Microsoft Teams, soft skills such as written and oral communications, and tech support training. Carl also mentioned that students need interviewing skills including how to interview in front of a panel. He stated that students should research the organization for which they are being interviewed and should complete certifications for the position they are seeking. Carl stated that they have an opening in tech support and also offered to give tours of the organization's data center to our students and faculty.

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Doug Lusk teaches paralegal courses and is using software simulations, including Microsoft Office, so that students don't have to download software. The faculty expressed an interest in looking at the tools he was using in his Computers in the Law Office course

Another question was put to the panel from the distributed questions list:

We are developing new courses and a program in "Digital Forensics and Incident Response" - Do you support this development? Do you need digital forensics and incident response services? What certification do you think is important for this skill set?

This led to a discussion about the department's cybersecurity program and certifications. [If as part of a class or supplemental to a class, students obtaining a professional certification such as CompTia's Security+ and Network + signals to employers that they have foundational knowledge.](#) Carl stated that the Orange County Department of Education was highly concerned with privacy since his department is responsible for payroll and student data. Cloud storage as backup for this information is not used but rather there is a data site in Arizona that serves as backup [for potential cyber incidents](#). Our students should be educated in social engineering, networking and trained as cyber security technicians in order to properly address these privacy issues. Carl also cautioned to watch out for artificial intelligence vendors because the products don't seem to be fully developed and it's probably too early to start teaching courses using the products that are in the marketplace today.

Anna stated that she was developing a Careers in CIS course to include resume writing, interview techniques and digital portfolio creation. This was well received by the industry professionals.

Additional curriculum advice:

- incorporating networking and database courses into our web design program
- developing a course in cloud computing and security
- including analytical skills and digital fluency in our courses

[AC1]Not sure what this means?

[AC2]I thought that industry wasn't very familiar with digital badges.

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ACCOUNTING:

COMPUTER INFORMATION SYSTEMS:

Industry professionals in attendance:

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- David Alexander, City of Hope
- Ash Kotecha, Experion
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The industry professionals felt that our courses and programs should include business basics, office technology, training on Microsoft Teams, soft skills such as written and oral communications, and tech support training. Faculty stated that we are developing courses for our Cloud Computing program and the committee supports that development.

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The Following PROGRAM were REVIEWED AND APPROVED to move forward:

Cannabis Management Certificate

The Cannabis Management Certificate program is designed to prepare students for entry-level positions within the growing canna-business industry. As the industry expands and the demand for employees grows, entry-level employees should understand basic business operations to include retailing, manufacturing, sales, supervision, and supply chain management, as well as social, legal, and economic issues surrounding the industry. A minimum grade of C is required in each course taken. This certificate requires 19 units.

Program Level Student Learning Outcomes

Outcome 1: Develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multicultural, team – oriented, rapidly-changing global environment

Outcome 2: Prepared for an entry-level canna-business position with a confident grasp of the cannabis industry as well as the culture, emergence, business operations, and strategies, psychological and economic impacts, as well as legal considerations surrounding the industry.

Outcome 3: Provide skills/training to both those students new to the industry; those already working in the field but who want to advance their current practice.

This program requires 19 units Units

BUS 281 F The Business of Cannabis 3

BUS 240 F Legal Environment of Business 3

or

BUS 240HF Honors Legal Environment of Business 3

or

BUS 245 F Business Law I 3

MKT 100 F Introduction to Marketing 3

or

BUS 170 F Principles of E-Commerce 3

MKT 151 F Digital Marketing 3

or

MKT 208 F Principles of Selling 3

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SOC 285 F Drugs and Society 3

or

SOC 285HF Honors Drugs and Society 3

HORT 152 F Applied Botany 4

Total Units 19

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The Following PROGRAM were REVIEWED AND APPROVED to move forward:

Networking Certificate

The Networking Certificate is designed to prepare students for a career using computer networks in business. Students receive hands-on instruction on how to operate, install, configure, troubleshoot, upgrade, and maintain computer networks as well as basic network security. A minimum grade of C is required in each course taken. This certificate requires 18 units.

Program Justification

Revising certificate to align with other CIS programs. Units changed from 22 to 18.
TOP/CIP verified per excel document.

Program Level Student Learning Outcomes

Outcome 1: Demonstrate proficiency in one or more common networking software tools.

Outcome 2: Demonstrate the ability to design and configure various types of computer networks

Outcome 3: Demonstrate the ability to analyze and troubleshoot a functional computer network

Required Courses - 18 units	Units
CIS 107 F Introduction to Operating Systems	3
CIS 109 F Personal Computer Security	2
CIS 180 F Introduction to Networking Concepts	4
CIS 181 F Computer Certification Preparation	3
CIS 183 F Network Security Fundamentals	3
CIS 182 F Computer Certification Preparation II	3
or	
CIS 222 F Computer Scripting	3
Total Units	18

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The Following PROGRAM were REVIEWED AND APPROVED to move forward:

Networking Skills Certificate (R 2022)

The Networking SKILLS Certificate is designed to prepare students for a career in computer information systems. Students are trained to keep computer networks protected and running smoothly and users safe. Students learn how to wire offices for high-speed broadband, install and maintain firewalls, monitor security software, support desktop users, and build out custom networks. A grade of C or better is required in each course taken. This certificate requires 12 units

Program Justification

Updating Program for STATE approval. Previous this certificate only received BOT approval. This revision includes a PROGRAM UNIT CHANGE FROM 8 units TO 12 units. TOP/COP verified per excel doc.

Program Level Student Learning Outcomes

Outcome 1: Demonstrate proficiency in one or more common networking software tools.

Required Courses (12 units)	Units	
CIS 107 F	Introduction to Operating Systems	3
CIS 109 F	Personal Computer Security	2
CIS 180 F	Introduction to Networking Concepts	4
CIS 181 F	Computer Certification Preparation	3
Total Units		12

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The Following PROGRAM were REVIEWED AND APPROVED to move forward:

Game Analysis and Design Skills Certificate

This certificate is designed for students taking the core Game Design classes and the introduction to game programming classes. When students have completed this certificate they can pursue employment in the area of Game Design or Game Testing. A minimum grade of C is required in each course taken. This certificate requires 12 units.

Program Justification

Short Game Design certificate for students taking 12 units total

Program Level Student Learning Outcomes

Outcome 1: Perform an analysis on a computer game in order to outline the game structure and core mechanic.

Outcome 2: Create a basic Game Design document that includes the core elements necessary to create a computer game.

Outcome 3: Design a simple game prototype to analyze some game mechanic using a modern prototyping language

Program Requirements Units

CISG 100 F	Introduction to Computer Game Design	3
CISG 101 F	Advanced Computer Game Design	3
CISG 110 F	Introduction to Programming for Computer Games	3
CISG 112 F	Foundations of Game Engine Programming	3

Total Units 12