

**Career Education Advisory Board Minutes  
College of the Canyons – Architecture and Interior Design  
5/14/2019  
Canyons Hall CHSC-211**

NAMES/ TITLES OF ADVISORY COMMITTEE MEMBERS	Name of Company, Business, College, High School and Title	Email Address	Telephone Number	ATTENDANCE Present or Absent
<b>Chair</b>				
<b>Business Partners including Industry, Non-Profit and Community Based Organizations</b>				
Shara Castillo	Project Manager / ZGF Architects	Shara.castillo@zgf.com		Present
Dulcie Horwitz	Principle Architect / Horwitz A + D	dulcie@horwitzaandd.com		Present
<b>Program Chair</b>				Present
Jason Oliver	Professor – Architecture	Jason.oliver@canyons.edu		
<b>Dean</b>				
<b>4-year college discipline instructor(s)</b>				
<b>Student Representative(s)</b>				
Kimberly Le	AIAS Chapter President / COC Student	ktle@my.canyons.edu		Present
<b>K12 discipline instructor(s)</b>				
<b>Discipline faculty</b>				
<b>Victor Corona</b>	VMC Architecture / Adjunct Instructor	vcorona@aol.com		Present
<b>John Turturro</b>	Turturro Design Studio / Adjunct Instructor	jturturro@gmail.com		Present
<b>Parent(s)</b>				

<b>Counselor(s)</b>				
<b>Staff</b>				
<b>Other guest(s)</b>				

**AGENDA**

	<b>Notes</b>	<b>ACTION</b>
1. Welcome and Introductions (Director, Career and Technical Education) <ul style="list-style-type: none"> <li>1.1 Statement of Purpose</li> <li>1.2 Review/Approval of Minutes</li> </ul> <i>Motion to Approve the minutes of the last meeting by:</i> <i>Motion Seconded by:</i>	Meeting commenced at 6:05PM  Welcome and Introductions: All	
2. Review of Course Sequence <ul style="list-style-type: none"> <li>2.1 Hart District</li> <li>2.2 College of the Canyons</li> <li>2.3 CSU and UC Articulation</li> </ul>		
3. Current Status of Program (Advisory Board Chair): <ul style="list-style-type: none"> <li>3.1 Numbers of students               <ul style="list-style-type: none"> <li>▪ Special Population/Non Traditional Core Indicators (Perkins)</li> <li>▪ Reading proficiencies (Hart District)</li> </ul> </li> <li>3.2 Student success – completers</li> <li>3.3 Student success - employment</li> <li>3.4 Labor Market Analysis               <ul style="list-style-type: none"> <li>▪ Job Titles</li> <li>▪ Median Living Wage</li> <li>▪ Validated Need for Training</li> </ul> </li> <li>3.5 Industry Certification (if applicable)</li> <li>3.6 Program Accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>- The program is unique in that it straddles about four or five different industries.</li> <li>- There are about 35 distinct Interior Design classes and just as many or a few less of Architecture classes.</li> <li>- If students do not know what they want to do, they are started on the roadmap to getting an AS degree so they can progress towards something tangible.</li> <li>- Seven years of internship are required with an AS degree in addition to passing the exams in order to get licensed. A Bachelor’s degree and Master’s degree are not required.</li> <li>- Faculty meets with about half of the student body to discuss their options.</li> <li>- There are about three hundred total students in both Interior Design and Architectural Drafting.</li> <li>- There is always an active attempt to recruit females in the Architecture program and males into Interior Design program because of the deficiencies.</li> </ul>	

	<ul style="list-style-type: none"> <li>- One of the ways the college tries to attract students through marketing is by asking them specific questions about what they like to do.</li> <li>- The program attends a lot of events on and off campus and does outreach to market to the community.</li> <li>- Interior Design is ninety nine percent female.</li> <li>- There is a small representation of African Americans in the Interior Design program.</li> <li>- Outreach is mostly done at high schools.</li> <li>- There are about four or five events on campus that the high schools attend.</li> <li>- The program has the Lead Green associate program. It has been marginally successful with classes being filled about seventy five to eighty percent.</li> <li>- Last year, four to five students took the exam and passed.</li> <li>- The program gets a broad spectrum of students and tries to balance the diversity of student capabilities.</li> <li>- The program offers classes online and more Hybrid classes will be offered.</li> <li>- Student rep Kimberly says she enjoys the flexibility of online classes. Shara agrees that a lot of students prefer online classes.</li> <li>- AutoCAD Hybrid will be offered online in the summer but there will still be face to face interaction.</li> <li>- As a result from the feedback from Cal Poly, the units for the Sustainable Design class increased from one to three.</li> <li>- An advanced Revit class has been approved and will roll out in the spring.</li> </ul>	
<p>4. Industry</p> <p>4.1 Review Required Skills for Competency:</p> <ul style="list-style-type: none"> <li>▪ Do the program completers meet the current industry standard or industry need?</li> <li>▪ What curriculum modifications would you suggest to meet skill gaps?</li> <li>▪ Review of Assessment Procedures</li> </ul>	<ul style="list-style-type: none"> <li>- Shara stated that teaching young professionals how to do the details in Revit is preferred because they learn to design first and then to cut. They get understanding on how the shapes are put together. It has helped students learn how to detail faster.</li> <li>- What is good about AutoCAD for people who are learning is that it is about drawing and drafting.</li> </ul>	

<ul style="list-style-type: none"> <li>▪ What equipment/ facility needs can you identify that would better prepare students to enter your field?</li> </ul> <p>4.2 What employability skills do workers need in your field?</p> <ul style="list-style-type: none"> <li>▪ Able to think critically, problem-solve</li> <li>▪ Able to find resources</li> <li>▪ Effective interpersonal skills</li> <li>▪ Communication skills - oral, written</li> <li>▪ Adequate time management and organization - prioritization skills</li> <li>▪ Personal qualities - professionalism</li> <li>▪ Able to project manage</li> <li>▪ Other?</li> </ul> <p>4.3 What changes/ trends are occurring in the industry that will affect employer needs?</p> <p>4.4 Work-Based Learning Opportunities</p> <ul style="list-style-type: none"> <li>▪ Classroom visits by industry</li> <li>▪ Informational Interviews</li> <li>▪ Site visits/Field Trips</li> <li>▪ Ride Alongs</li> <li>▪ Project Based Learning</li> <li>▪ Internships</li> </ul> <p>4.5 Postsecondary Scholarship Creation</p>	<ul style="list-style-type: none"> <li>- Interior Design firms are using AutoCAD because it is fast.</li> <li>- Students should have all the skills and be versatile and flexible.</li> <li>- Jason sees an academic benefit progressing through pencil. Shara agrees that students should be able to draw.</li> <li>- Skill gaps differ between different types of industry professions.</li> <li>- Shara states that for bigger firms, it is mandatory to know Revit and know how to navigate in a 3D environment.</li> <li>- The deeper we get into technology, the more valuable drawing becomes.</li> <li>- The younger generation will need to know how to interact with co-workers and clients.</li> <li>- The younger generation is losing respect for authority.</li> <li>- The modern workplace is discussed in John's class.</li> <li>- Job opportunities are posted on LinkedIn.</li> <li>- Local firms look for AutoCAD and Revit people about three to four times a month.</li> <li>- LinkedIn allows for tracking of students relating to job placement.</li> <li>- Getting students job shadowing opportunities through internships is missing.</li> </ul>	
<p>5. Program plan for improvement</p> <p>5.1 Strengths of program</p> <p>5.2 Weaknesses of program</p> <p>5.3 Labor market information needed to justify new content/ courses</p> <p>5.4 Resources needed and the role of industry: (equipment/ mentoring / scholarships/ awards/ hosting field trips/ serve as a speaker at career events/ other)</p> <p>5.4 What other suggestions do you have for program improvement?</p>	<ul style="list-style-type: none"> <li>- A suggestion was made that workshops be done on campus where students can do hands on activities and be actively engaged. Jason states that the college currently hosts the Summer Institute for Jr. High students, which will be coming up in July. He would like to offer something similar to high school students but needs someone to teach it.</li> <li>- There was discussion to set up a hands-on activity at the departments marketing table for incoming students at the August 9<sup>th</sup> Open House.</li> <li>- The NOMA organization might be a good option to market the program to certain populations. Shara offered to connect Jason with people there.</li> </ul>	

<p>Motion to Approve Course Curriculum and Continue Operation of the Program was made by:  Motion Seconded By:  All in favor: Yes  All opposed:</p>		
<p>6. Other business  6.1 Additional Items  ▪ Hiring  6.2 Next meeting time, place, date.</p>	<ul style="list-style-type: none"> <li>- Two students were awarded scholarship money.</li> <li>- Not many students apply for scholarships.</li> <li>- The NKBA student competition is going on where the students will do the project in John’s class. Winners receive a monetary award and a certificate.</li> <li>- Kimberly talked about efforts being made to establish a stronger networking community at COC through a club. There are currently about ten members. She has received a lot of interest from students about the club.</li> <li>- There is a volunteer incentive where if students complete 15 hours of volunteering, their membership will be paid for.</li> <li>- The program is looking for build opportunities with the Habitat for Humanity but it has been a challenge to try to work with them as they do not respond.</li> <li>- Fundraising is going on for the Department’s Foundation account.</li> </ul> <p>Meeting adjourned at 8:00PM</p>	