****

**Accounting and Management Department  
Advisory Committee Meeting minutes**

**May 4, 2022 – Virtual via zoom  
4:30pm-6:30pm**

**Department Faculty Attendance**:

Bobby Bates  Brenda Domico  Derek Dokter

Ralph Jagodka  Regina Martinez  Steven Valdes

|  |  |  |  |
| --- | --- | --- | --- |
| **ITEM** | **DISCUSSION** | **OUTCOME** | |
| **Welcome and introductions by Department Chairs** | Welcome and introductions | Due to the Covid-19 pandemic which initially impacted our advisory meeting last year and committee members who praised the opportunity to meet virtually and expressed it is a reflection of the evolving workplace, the advisory meeting was held virtually again for a second time in a Zoom meeting. The department chairs welcomed the advisory committee members and thanked them for their attendance. They conducted a presentation introducing department members, explained the purpose of the Accounting & Management Advisory Committee, the advisory committee role, benefits of being an advisory member, and agenda. |
| **Jennifer Galbraith**  **Dr. Fawaz Al-Malood** | Division and campus updates | Jennifer Galbraith provided a brief update on the state of the college and state of the division including:  1. How well the business division transitioned to 100% online in spring 2020 at the height of the pandemic. As in the past, we were successful online.  2. We are slowly but surely, trying to come back onto campus. We started back in fall 2021, but we were not quite at 50/50. We're still more online than we were on campus. Now, we're about 50/50. We are still offering a majority of courses online, but we do have great offerings for students on campus. We're slowly getting more and more to where we're on campus prior to the pandemic.  3. Community College wide enrollments have been down. Our enrollments have not decreased as much as other community colleges in the local area. If you look at high schools and the latest census data, high school students are declining. But we're doing marketing and campaigning efforts to get all of those students back, to attract new students, and provide more opportunities for students.  Dr. Fawaz Al-Malood added:  4. The fill rate across the entire division is about 73%, but in the accounting and management department, the fill rate is about 82.6%. The department has been great in terms of scheduling and adding classes when we needed them.  5. The division is excited about the new social media marketing program that will be cataloged soon.  6. Café 91 which is the restaurant within the business division is back open. Derek doctor helped with a video that they are doing for that program, so we're very excited about a lot of the great partnerships that are happening between the different departments. | |
| **Department Co-curricular and Course Pedagogies** | Department Webinars & student resources (Wall Street Journal)-Brenda Domico  Additional details involving management webinars, Virtual Field Trips, AFM Club, and DMA Scholarship-Derek Dokter  VITA-Steve Valdes  Consultapedia (online student resource)-Dr. Ralph Jagodka | The department presented co-curricular activities, events, and course pedagogies completed during the 2021-2022 year. The department has continued to participate, utilize, and create or improve innovative online resources to serve our student population during this continued challenging time. The department has not only met, but continued to exceed academic rigor.  Brenda presented information based on the online department business series webinars completed in 2021-2022, the number of students served, and the variety of guest speakers hosted. She also presented a student resource obtained through the Wall Street Journal for our department. This is material designed for use by pupils and their teachers as a learning resource and to help students acquire facts, skills, opinions, or develop cognitive processes.  Derek presented additional information based on the online department business series webinars completed in 2021-2022 that focused on the management webinars. He presented information on various virtual field trips he created and recorded for students. He is a co-advisor for the Accounting, Finance, and Management Club (AFM) and spoke about the club that has continued to be active throughout the pandemic. The club has approximately 25 active student members. In addition, Derek presented information about his continued efforts to obtain student scholarships through the Distribution Management Association.  Steve presented information and an update on our VITA program.  Ralph presented information on Consultapedia.com which is an online student resource and pedagogy created by Ralph and utilized by students and faculty. It is career and academic oriented. | |
| **Accounting and Management Breakout Groups** | Breakout groups were formed | Two separate breakout groups were formed. One for accounting and one for management. The advisory committee members joined a breakout group according to the industry they represented. | |

**Breakout Group-Accounting:**

|  |  |  |
| --- | --- | --- |
| **ITEM** | **DISCUSSION** | **OUTCOME** |
| **Advisory Committee Input** | Excel used in Industry | Excel continues to be at the top of the list of required skills in accounting jobs. Specific skills emphasized were Pivot tables, V-lookup, functions, shortcuts, data collection and extraction and financial weighting. Special attention was given to detail in the form of words and interpretation versus just numbers and data.  Updates from previous discussions included the need to introduce and include data analytics and data modeling (Catherine Kaiser Permanente) |
|  | Soft Skills | Characteristics and skills employers feel are most important include:   * Written communication skills, including grammar and ability to interpret data and articulate ideas clearly, able to write meaningful professional emails with proper grammar, spelling etc. * The ability to engage and communicate via remote conference (Zoom, webex, etc.) More and more meetings are conducted in a virtual setting. More practice in this area can help students modify their ability to connect and communicate. * Oral communication skills, ability to talk to others and work in groups, being more assertive, ability to resolve conflicts with others, ability to explain results of data in a meaningful dialog by understanding bigger picture (i.e laws, contracts, agreements, etc.). |
|  | Other skills and qualities students should possess or are deficient in | Increasing case studies in all classes to develop critical thinking skills and problem analysis was recommended.  Financial analysis at all levels is necessary. Not only ability to interpret data and explain results, but ability to incorporate knowledge in various situation, such as a what-if analysis, or changing economics. One suggestion was to add a capstone course to accounting certificates to incorporate critical thinking and soft skills as it relates to accounting and finance reporting. |
| **Future Program Proposals &**  **4-year Review Updates** | Professional Accounting Certificate  And  4-year review modifications | Proposal was unanimously agreed upon by committee to add an advanced level accounting courses for CPA track students and students who need additional accounting courses for skill updates. Specifically, proposed modifications include:   * Accounting & Ethics Leadership * Corporate and Partnership Taxation: This course will include other taxation emphasis, including trusts and estates and non-profits. * External Auditing * Specialized Accounting Topics   A modification to an existing “Accounting Certificate” will incorporate these new classes and increase the units from 28 to 37. The title will be “Professional Accounting Certificate” which changes the objective of the certification from a general accounting skill preparation to a more advanced level and CPA Track certification.  This was discussed in the advisory committee in 2021, and now is being proposed for final approval in 2022.  4-year review: Two accounting courses were reviewed and modifications were submitted for:  **BUSA 8:** Textbook change only to update edition and year.  **BUSA 71:** Textbook change to update to new edition and year. Also submitting BUSA 71 for GE, Area E approval. All forms have already been updated and submitted in June 2021 for FCS 80 and is in stage 4. BUSA 71 is submitting equivalent supplemental Forms to match FCS 80. FCS 80 and BUSA 71 are cross-listed courses, therefore they must be equivalent in WEBCMS. |
| **Program Needs** | Documentation of Program Needs | * Equipment and Resource Needs: * Additional Computerized classrooms: the need exists to have computers to support new paperless textbooks, digital platforms for accounting practice and accounting general ledger program, excel, data analytics, and other software used in the class. * Additional staffing needs due to curriculum modifications and program growth * Additional sections, new courses, more units offered per course * Professional Development needs for currency and relevancy in the classroom and technical training * Professional conferences encouraging networking and partnership development * Equipment/software needs to support curriculum demands and growth |
| **ITEM** | **DISCUSSION** | **OUTCOME** |
| **Discussion Items** |  | During the accounting breakout session, committee members were asked to advise and give feedback on the current state of business industry needs or trends. Questions were general in nature and specific in others; focus on the COVID 19 pandemic and its impact to what might lead to permanent changes in the industry was of particular interest. The feedback given will be used to assist the accounting department with further curriculum development, career oriented content, and student success. |
|  | 1. **What is the overall employment trends and outlook  over the past year?**  * Job outlook and the quality of candidates * Covid impact-Remote work | Kaiser Permanente: Remote work is increasing in accounting and finance jobs. The challenge for students is they will be competing with candidates form other lower cost of living  regions or out of state. This presents a challenge for the California resident. To combat this, it is important to get the message across that they need to increase knowledge base, acquire skills that will set them apart from others.    Cal Poly: Pomona is seeing an increase in CPA recruitment. Approx.. 50% of CPA jobs are remote or hybrids style. Students need to be trained in how to be efficient in remote work.    Santa Monica College: Large CPA firms are having problems hiring students. Less candidates or they are not qualified. They are reaching out to community colleges to begin recruiting earlier in the education process. Some as early as sophomore year. Developing partnerships with these firms will help our students compete with their peers who started at a 4-year school. |
|  | 2. **In a Post Pandemic environment, what has changed in recruitment of employees?**   * + Career and Technical Education (CTE Programs):  What skillsets, courses, certifications, and training do you feel would be good additions to our curriculum to maintain relevancy and to prepare students for future jobs?   + What advice do you have for these students as they prepare for a career in accounting, whether it is transfer or 2 year program? | Catherine (Kaiser Permanente): There are many bookkeeping and clerical accounting jobs out there that do not require a 4-year degree. Curriculum should focus on both academic preparedness and vocational readiness. Introduction of technical and operational issues through classroom discussions and case studies can help students develop understanding of the often-overlooked operational issues to help better prepare students who wish to enter the workforce. This approach can help open up many entry-level jobs for students in the managerial/operations area.  Recruiting is overwhelming to most companies. Approx. 20 seconds per resume is spent on initial screening. Students need to understand that their resume will most likely be screened by robots before even being looked at. Learning the key phrases and words to include in a resume for a particular job is important.    Catherine (Kaiser Permanente): suggestions for students, don’t pigeonhole into a job that can be replaced with robotics. Expand knowledge base and continue to add skills to stay current and compete for jobs.    Alex/Frank (Stater Brothers / IMA): Quickbooks a must and other platforms desired. Cybersecurity is growing as necessary knowledge. Excel expectations are increasing. Its no longer if they know pivot tables etc. They should be advanced in their excel skills. |
|  | 3. How do we recruit faculty?  Given the current changes in employment market and the economy as a whole, what are some of the qualifications Mt. SAC should look for when hiring new accounting faculty? | Networking with professional organizations (Cal CPA, IMA, etc.) is a highly effective method of meeting and inviting professionals to enter the teaching profession. Many of the professionals in industry are highly qualified and well trained in current practices. |
|  | Career and Technical Education (CTE Programs):  What skillsets, courses, certifications, and training do you feel would be good additions to our curriculum to maintain relevancy and to prepare students for future jobs? | In addition to the current curriculum and the proposed advanced accounting certificate (CPA track) the introduction of small business taxation and partnership taxation would be a good course to add. Most businesses operate as a sole proprietor and many as partnerships. Providing students with exposure and understanding of these concepts could help them to enter the financial services field sooner. |
| **Future Meetings** | Virtual and on campus meetings | * Virtual and email communication as needed. * Next on campus meeting will be May 2022. |

**Breakout Group-Management:**

|  |  |  |
| --- | --- | --- |
| **ITEM** | **DISCUSSION** | **OUTCOME** |
| **Curriculum** | Do you agree to change the prerequisites of BUSS 79 to a co-requisite?  BUSS 79  Work Experience in Marketing Management  1-4 Units (Degree Applicable)  (May be taken for Pass/No Pass only)  Lab: 60-300  Prerequisite: BUSS 33 or BUSS 35 or BUSS 36 or BUSS 50 and compliance with Work Experience regulations as designated in the College Catalog  Job experience in an approved work site relating to classroom-based learning for marketing students. A minimum of 75 paid or 60 non-paid clock hours per semester of supervised work is required for each unit of credit. It is recommended that the hours per week be equally distributed throughout the semester.  **Corequisite**  To enroll in a course that has a corequisite, the corequisite course must be taken concurrently. In some instances, a corequisite may have been taken previously. | During the business management breakout session, first introductions were conducted. Next, committee members were asked to advise, discuss, and provide feedback on their agreement or disagreement of presented curriculum issues affecting the management programs. In addition to discussion, a multiple choice digital assessment tool called Socrative was used to obtain data from committee members. Socrative is an online and real-time assessment tool accessed via website or app through digital or computer devices. The advisory committee agreed to the following modification based on their industry expertise and in the best interest of the department, students, and campus:   1. Do you agree to change the prerequisites of BUSS 79 to a co-requisite?   Outcome: A majority of committee members agreed. The proposal was approved.  The department updated committee members regarding last year’s (2021) curriculum proposals that they had approved. The updates included the following:  1. New social media marketing course and social media marketing certificate are currently at stage 11 and 14 in the curriculum process. After curriculum approval, they will be sent to the Chancellor’s Office for final approval. This will be a Certificate of Achievement Program. All courses can either be offered online and/or traditional or completed in one full term. We are the only community college within LA/Orange County to offer this program. The Social Media Marketing Certificate includes the following courses:  • BUSS 33-Advertising and Promotion  • BUSS 34-Social Media Marketing Course (new)  • BUSS 36-Principles of Marketing  • BUSM 50-World Culture: A Business Perspective  Business Administration AS-T Degree is also currently at stage 11 in the curriculum process. Added BUSC 17 as another option for the Introduction to Statistics (3) requirement.  Modified the Business Administration (AS-T Degree S0418) to meet the requirements of the CSU CID Transfer Model and added BUSC 17 as another statistics option for students. The program is currently at stage 11 in the curriculum process  In the Statistics requirement, there is currently: MATH 110 Elementary Statistics, MATH 110H Elementary Statistics – Honors, and PSYC 10 Statistics for the Behavioral Sciences.  BUSC 17 Applied Business Statistics was added. The following is the course information: 3 Units (Degree Applicable, CSU, UC), Lecture: 54, Prerequisite: MATH 71 or MATH 71B or appropriate MATH placement. Statistical reasoning and application of primary statistical techniques used in solving managerial problems. Topics include collection and interpretation of data, measures of central tendency and dispersion, probability distributions, sampling and estimation, hypothesis testing, analysis of variance, linear regression, and correlation and index numbers. |
| **ITEM** | **DISCUSSION** | **OUTCOME** |
| **Discussion Items** |  | During the business management breakout session, committee members were asked to advise, discuss, and provide information based on current business industry needs or trends to assist the department with further curriculum development, career oriented content, and student success. In addition to discussion, a short answer digital assessment tool called Socrative was used to obtain data from committee members. Socrative is an online and real-time assessment tool accessed via website or app through digital or computer devices. |
|  | 1. How have Covid-19 trends affected your industry, business, or position? | Committee members answered:  Staffing - attendance, wage rates/comparison, retention  "It has made the world a much smaller landscape to traverse having everything shift online - the new skills sets have incorporated exciting opportunities to do business, connect, and reach people unlike ever before. We have also had to increase resilience in online security related matters.  Cultural Understanding and the abilility to connect, discover, and respond to others has increased in necessity. Retaining human capital requires genuine, authentic win-win strategies."  Through Covid-19, our business saw exponential user growth since people stayed at home and connected with friends online.  "Hiring talent - it is an employee's market and hiring/retaingi good talent has become a top priority. To best accomodate, we are allowing greater flex in hybrod schedules and increase wages.  Class delivery - the market expects extreme flexibiltiy in course dleivery, allowing them to leanr in-person, remote or in hybrid format. Not an either or scenario but rather an ""all of the above"" preference. We have vamped ip our Digital learning team which has grown 5x over the past year to accomodate the need.  Grad degree market - when the job market is booming, its tought o convice prospects to give up those earning years and come back to school. hence our domestic grad numbers are down per industry trend."  Initially, covid slowed my business down and several businesses I consult. It was a challenge bringing in physical goods that have to be on the shelf by a certain deadline. For the most part, we moved production from China to places in southeast Asia. Finally, it led to creating new opportunities online for consumers and really educating buyers about our brands. |
|  | 2: What specific law/s / regulations have affected your business last year or this year and how have you responded? | Committee members answered:  Health reagulations around Covid 19 - when somone can report to work and when they cannot.  U.S. Department of the Treasury’s Office of Foreign Assets Control (OFAC), Cal-OSHA Wage and Hour, GDPR (also Brazilian and Californian counterparts), 10 U.S.C. 430b... There are many others!  privacy laws - theyre not new but the ramifications of them are taking effect. tactics and tools are changing to work to own first party data and and customer lists.  "UC COVID-19 Vaccine Policy has required all UCI students, staff and faculty, with few exceptions, to be fully vaccinated and boosted against COVID-19 before physically accessing the university’s locations and programs. Compliance is required no later than two weeks before faculty, staff and students are expected to be on campus.  Data security has also become an increased priority."  logistical nightmares with tariffs sorry I can cite the law or regulation |
|  | 3: What level of digital skills are needed to be successful in your industry? | Committee members answered:  Leadership level - Online meetings, Teams, Zoom  "- Must know app-based chat platforms (WhatsApp, WeChat, Weibo, BOTIM, Skype (if you're still on it!), etc. Secure chat platforms (ex. Wickr Me). Clubhouse is also heavily used.  - Zoom (know how to share screen/video/music, appear professional and engage the listener in lieu of monologing, execute polls, create break out rooms) and GoTo Meeting  - Fluid understanding of Trello, Slack, Canva, Docusign  - Microsoft Teams, Dropbox (we cannot use anything in G Suite due to security/privacy constraints)  - what3words (to connect with people and SAR needs IRL)"to think like a human even though youre doing digital things Zoom, Teams, Slack  "The demand for certain digital skills has certainly been more pronouced after the last two years.  Regarding Higher Ed - titans had to learn new skills to meet students where they were at digitally. 18 year old students were suddenly teaching our esteemed faculty basic skills around how to operate zoom and share screen. A digital component has become critical.  Regarding Marketing - simialr skills as what it was prior two years ago but embracing a new ratio of the omnichannel approach for promotion as well as delivery."  I think everything has changed in marketing. I believe Elisa and discord is at the forefront with social clubs. With that being said managing communication and creating social clubs for your specific brand is essential. |