Computer Studies/IT Advisory Committee Meeting
11:00 a.m. - 1:00 p.m.
Monday, February 2, 2026
Remote Via Zoom

MINUTES of February 2nd Meeting

Members in Attendance: Margo Brown, Brian Kreck, Robert Lee, Andrea Luoma, Jack Wanke
Members Absent: none
Staff in Attendance: Carrie Brady, Beatriz Camargo, Michael McKeever, Amy Merkel, Kendra Morning, Megan Rhodes, Rachel Smith
Invited Guests: none
Was there a quorum __X__Yes _____No

1. **Call to Order**
   Brian Kreck called the meeting to order at 11:14 a.m.

2. **Approval of Minutes of Last Meeting, 2/24/2025**
   Margo Brown moved that the minutes from the February 24, 2025 meeting be approved as submitted. The motion was seconded by Robert Lee. The motion passed.

3. **Welcome/Introductions**
   Brian Kreck welcomed everyone and thanked them for attending. Attendees introduced themselves and their industry affiliation.

4. **Public Comments** – None

5. **SRJC Computer Studies Department Report**
   a. The college is working toward an annual growth rate of 6% to reach 17,500 FTES (full-time equivalent student), required to maintain state funding. There are only a couple of semesters left to reach this target. Current enrollment is approximately 14,000-15,000 FTES, following recovery from COVID, wildfires, and changing demographics.
   b. The college's multi-year transition to a new student information system continues to impact course scheduling and curriculum development. A freeze on curriculum development has been in place for several months and is anticipated to be lifted in April. Due to state and local curriculum approval processes, as well as system limitations, most curriculum development and changes may not be effective until Fall 2028.
   c. The CS Department is developing two non-CTE majors: A Data Science major and a new Computer Science major aligned with CSU and UC transfer pathways to guarantee junior level transfer. The state is working on a Data Science transfer degree, which ours will align with. Minor changes are being made to the Cybersecurity degree to help students complete it more efficiently.
   d. Cybersecurity, IT, web development, and game development enrollments remain strong. Enrollment in the introductory computer programming courses has been gradually declining, impacting the intermediate and advanced course enrollments. The demand for Python courses has increased, resulting in the addition of another section this semester. Robert Lee shared that his organization is shifting its data analytics

strategy and partnering with Snowflake for data analytics and data science initiatives. He noted strong market demand for skills in tools such as Power BI and Tableau, citing limited qualified candidates in a recent hiring process. He expressed support for incorporating data analytics into the CS program as it is timely and aligns with industry needs.

6. Discussion of Curriculum Proposals

a. Content Creation Certificate – Kendra shared and reviewed the proposed curriculum to develop a 16-unit Content Creation Certificate with emphasis on practical skill-building and income generation, rather than traditional business theory. Course requirements (13 units) include the following existing courses: CS 74.11 - Introduction to Content Creation Using Digital Media; CS 57.12 - Building a Social Media Presence: Image & Text Platforms; and the following new courses: CS 57.13 - Building a Social Media Presence: Video Platforms; CS 57.2 - Turning Creator Skills into Income; and the capstone course CS 57.5 - Launch & Grow Your Creator Project. Electives courses (3 units) would include existing courses in image editing (Photoshop+), video post-production, audio production, web design, game design, computer animation, and a new course, CS 57.3 - Futures of Content Creation. This certificate will be offered in collaboration with other departments on campus integrating existing courses and sharing resources. Committee feedback included the following:

- Brian Kreck: Supports the certificate curriculum and noted that, although AI tools are becoming more powerful and accessible, clients often struggle to create and organize their own content. He suggested including skills for working collaboratively with clients and managing their content, which is important in web design and client work, and said the program is a great step toward addressing this need.
- Amy Merkel: Based on her interactions with students, Amy agrees that they would be interested in both the practical use of social media and real-world content creation rather than teaching business theory.

Brian Kreck made a motion to approve and proceed with the proposed Content Creation Certificate as presented. Margo Brown seconded the motion. With no objections raised, the motion was approved.

b. AI Certificate – Kendra shared and reviewed the proposed curriculum to develop a 16-unit AI Certificate. The certificate is designed to prepare students for an AI-assisted workplace and job market. Course requirements (13 units) include the following existing course: CS 102 – Introduction to AI; and the following new courses: CS 103 – Working Smarter with AI; CS 104 – Turning AI Skills into Income; CS 119 – AI for Mobile Apps; and the capstone course CS 105 – Launch & Grow Your AI-Powered Project. Elective courses (3 units) include the existing course, AI in Business, and any future AI courses as they are developed. Committee feedback included the following:

- Brian Kreck: He shared that he is still navigating how best to approach learning AI-related topics, noting that the fast pace of technological change makes it difficult to build strong foundational knowledge.
- Margo Brown: AI is a major focus at both Amy's and Jackson Family Wines, being used for tasks like project planning and documentation. At Jackson Family Wines, they are running a collaborative AI challenge across the IT department to

encourage hands-on learning and innovation. There is strong interest in exploring practical ways to apply AI in the workplace.

- Andrea Luoma: Exchange Bank is beginning to explore AI through vendor platforms following their switch to the ServiceNow ticketing system. It was noted that this is a learning process, and the bank has not yet established AI related hiring criteria, as they are still determining which skills are needed.
- Brian Kreck: His company's work is shifting toward client-focused, technically aware interfaces rather than traditional programming. He has observed that complex coding is declining within his organization and anticipates relying more on AI tools and advanced site builders in the near future.
- Robert Lee and Andrea Luoma: Agree that coding is on the decline.
- Brian Kreck: He expressed concern that senior staff are increasingly isolated, spending more time interacting with AI rather than mentoring junior developers. He noted that team downsizing and increased productivity demands make it harder to train interns and provide hands-on guidance. He is not currently focused on hiring someone with AI skills, as the team is still adapting to these changes.
- Jack Wanke: He explained that AI at Sonic is being used in different areas: by management, focusing on understanding risks and evaluating vendor policies, and by staff to work more efficiently. He shared an example of using AI not just for first drafts, but also to obtain feedback and complete projects. Programming remains a valuable skill because much of the software is developed in-house. He feels that even with AI assistance, humans are still needed to review code, ensure quality, and verify it meets business needs, and while the demand for programmers may be slightly lower than previously, skilled programmers continue to play a critical role.
- Brian Kreck: He noted growing concern in the web development community about AI reducing coding jobs. He stressed the importance of teaching programming fundamentals and logic as a foundation, even if students may be discouraged by the changing job market.
- Robert Lee: In the government sector, AI adoption is cautious and largely vendor driven. AI is seen as an automation tool to assist with tasks like report writing, but human review and oversight remain essential. He emphasized the continued need for foundational coding skills for quality assurance and highlighted concerns around security, privacy, and compliance with laws when using AI tools. Robert suggested incorporating ethics and legal considerations of AI into the curriculum. He recommended emphasizing that AI should serve as a tool to assist humans, not replace them.
- Jack Wanke: He noted that AI is most useful when applied to specific, job relevant tasks. At Sonic, he uses it for documentation and communications. He suggested that the proposed CS 104: Turning AI Skills into Income course focus on practical, hands-on applications, like using AI to troubleshoot networks, so students can show measurable improvements that make them strong job candidates. He sees the value and agrees with Kendra that focusing on practical AI applications makes sense. He also acknowledged the importance of teaching students how AI-related skills can be applied in companies aiming to become more AI-focused.

- Brian Kreck: He expressed uncertainty in regards to CS 104: Turning AI Skills into Income course and what constitutes entry level AI skills, noting basic prompting can be taught quickly, but beyond that, many roles rely more on soft skills and general interaction with AI tools rather than technical expertise. He questioned why companies request AI skills when they may not have a clear need. He also and stated that his focus is shifting away from technical AI toward content creation and client-facing soft skills, and that his team currently has no specific AI skill requirements. Brian supports the CS 103: Working Smarter with AI course curriculum.
- Andrea Luoma also supports the CS 103 course curriculum. She stated that she doesn't yet have full insight into how AI will be integrated into Exchange Bank's operations but sees a clear distinction between the two proposed courses. She explained that CS 103 focuses on teaching students how to use AI tools, while CS 104 focuses on how to make AI work for specific needs in practice. She noted that effective AI implementation requires understanding users' needs from a system, such as a chatbot, and then coding the backend to ensure it performs as intended, though fewer people may be required to maintain it. She suggested that as their team progresses further into AI implementation, she expects to gain more clarity on the practical differences between the two courses.
- Jack Wanke: He suggested exploring additional practical AI uses beyond vendor provided tools, such as developing tailored AI solutions like custom chatbots. He recommended brainstorming other applications that could be incorporated into a course to provide more hands-on, customized AI experiences.

Margo Brown moved to approve continuing the development of the AI certificate. Brian Kreck called for objections, and hearing none, the motion was approved.

7. **Industry Update Discussion**
   Discussion of the local industry's current state, future direction, and needs was covered under numbers 5 and 6 above.

8. **Adjournment**
   a. The date of the next CS/IT Advisory Committee meeting will be determined at a later date.
   b. The committee will be kept updated on curriculum developments. Michael will notify members by email if any changes or approvals arise before the next meeting.
   c. The meeting adjourned at 12:55pm.

Respectfully submitted,

Carrie Brady, Administrative Assistant
Computer Studies Department