Marketing Sales & Services
Business & Finance

Date: 10/24/2024
Time: 9:00 - 11:00
Location: Casa Loma Room, University of Redlands
Hosted by: SBCROP
Facilitator: Deidra Puentes, SBCROP Curriculum Specialist
Advisory Documents: https://bit.ly/MSS_BFAdvDocs24-25

Advisors:

Chris Clarke, Exec. Dir., External Relations & Strategic Communications, RCCD
Christine Stephens, Communications Manager & Public Information Officer, RUSD
Diane Kotlewski, Chief Executive Officer, Chaffey FCU
Iris Garcia, Account Executive, Lamar Advertising
Johannes Moenius, Ph.D., Prof. & Dir., Institute for Spatial Econ. Analysis, Univ. of Redlands
Justine Rodriguez, Director of Marketing & Public Relations, SB County ARMC
Monica Alejandre, Ed.D., Assoc. Vice President for Operations & Adv. Services, CSUSB

K12 Educational Participants:

Alan Kay, Administrator, San Bernardino City Unified
Andrew Lomax, Teacher, San Bernardino City Unified
Brandon Taylor, Teacher, San Bernardino City Unified
Chelsea Ramirez, Administrator, San Bernardino City Unified
Crystal Hickey, Teacher, Colton-Redlands-Yucaipa ROP
Damian Lozano, Teacher, San Bernardino City Unified
Davil Jackson, Assistant Director, Inland Empire Regional K-16 Education Collaborative
Debra Canody Rodgers, Teacher, Colton-Redlands-Yucaipa ROP
Dezi Waterhouse, Teacher, San Bernardino City Unified
Dimitri Chronopoulos, Program Specialist Linked Learning College & Career Academies, SBCUSD
Elizabeth Resmi Kackery, Linked Learning College & Career Program Specialist, SBCUSD
Elva Ocampo, Teacher, San Bernardino City Unified
Evan Scott, Teacher, San Bernardino City Unified
Gary Smead, Teacher, Fontana Unified
Hannah Rangel, Teacher, Colton-Redlands-Yucaipa ROP
Hector Magallanes, Teacher, San Bernardino City Unified
Jade Smith, Teacher, San Bernardino City Unified
James Hattar, Teacher On Assignment, Colton-Redlands-Yucaipa ROP
Jemel Fields, Teacher, Fontana Unified
Jose Aguilar, Teacher, San Bernardino City Unified
Kari Salinas, Teacher, San Bernardino City Unified
Laura Smith, Linked Learning Program Specialist, San Bernardino City Unified
Michael Yu, Teacher, San Bernardino City Unified
Miguel Georgie, Teacher, San Bernardino City Unified

Nathan Vincent, Externship Coordinator, Real Journeys Academies
Phil Alvarez, Teacher, San Bernardino City Unified
Rebecca Huff, Program Specialist, San Bernardino City Unified
Sarah Alfonso, Teacher, San Bernardino City Unified
Sean Fitzgerald, Teacher, San Bernardino City Unified
Tina Martinucci, Teacher, Colton-Redlands-Yucaipa ROP
Vidal Valdez, Teacher, San Bernardino City Unified

Panelist Introductions:

Christine Stephens, Information Officer, Redlands Unified School District: Has a background in journalism and communications, obtained her master's degree in Marketing Administration during COVID-19. Previously worked with CRY-ROP, which broadened her understanding of educational needs, particularly in K-12 education. Her skills include data utilization, campaign management, and rebranding.

Chris Clark, Executive Director of External Relations and Strategic Communications, Riverside Community College District: Leads communication and marketing for three colleges within the district. He has a diverse background in entrepreneurship and corporate sales, with experience ranging from small startups to Fortune 500 companies. Chris holds a bachelor's degree in international relations and a master's in communications, which he finds invaluable in his role supporting higher education.

Diane Kotlowski, CEO, JP Federal Credit Union: Leads a credit union serving Southern California communities with locations in Upland, Rancho Cucamonga, and West Covina. Her career began with the credit union industry immediately after high school, and she is passionate about financial literacy. Diane's philosophy centers on the credit union's mission of "people helping people," which she promotes through community outreach programs.

Iris Garcia, Account Executive, Lamar Advertising: Represents Lamar, a top out-of-home advertising company in the Inland Empire with over 200 ad units. Iris focuses on helping local businesses grow by connecting them with effective advertising solutions and fostering community partnerships.

Johannes Moenius, Professor of Global Business and Director, Institute for Space Economic Analysis: Serves as a professor and director, specializing in workforce automation analysis and economic projections. With experience in founding seven startups, he brings hands-on industry knowledge to academia. His institute's latest research compares workforce skills between Silicon Valley and the Inland Empire, providing data-driven insights into future occupational needs.

Justine Rodriguez, Director of Marketing and Public Relations, Arrowhead Regional Medical Center: Oversees communications for Arrowhead Regional, which serves all of San Bernardino County. Beginning her career with the Wall Street Journal, she holds a BA in political science and a master's in humanities. Justine highlights the value of a liberal arts education for

developing critical communication skills and is currently exploring AI applications in healthcare marketing.

Monica Alejandre, Associate Vice President for Advancement Services and Operations, Cal State San Bernardino: Manages the financial and operational side of university advancement, including alumni relations, fundraising, and donor scholarships. A proud CSUSB alumna with a doctorate focused on donor behavior, she combines her financial and marketing expertise to support university advancement goals and increase community engagement.

Minutes:

A panel of seven industry professionals representing a wide range of positions within Marketing Sales and Services and Business and finance industries participated by answering the following questions.

Question 1: What emerging trends and technologies do you believe will drive the most change in this industry over the next 3-5 years, and what should teachers and students focus on to stay ahead?

Justine Rodriguez: Foresees digital tools and artificial intelligence (AI) as major drivers of change in advertising and marketing, with AI integrated into virtually every aspect of these fields. Emphasized the importance of staying current with technological advancements, as AI and digital marketing will influence both strategy and execution. Recommended a focus on technology literacy and adaptability, as students will need to engage with evolving platforms and tools to be competitive.

Iris Garcia: Highlighted the unpredictability of AI's trajectory, noting that while we can't foresee every technological advancement, staying updated on emerging trends will be crucial. Suggested an emphasis on flexibility and continuous learning in education, as these skills will allow students to adapt to whatever changes come next, especially as AI and digital tools evolve rapidly.

Diane Kotlowski: Stated that although AI is an important tool, it cannot replicate the uniquely human abilities of empathy and storytelling, which remain essential in fields like finance. Emphasized the ethical and responsible use of AI, particularly in sensitive areas like financial services where customer relationships are personal and emotional. Discussed the growing importance of understanding regulatory changes, such as those from the Consumer Financial Protection Bureau and state-level agencies, which will shape the industry. Noted that advocacy skills and staying informed about industry-specific regulations are essential for students in finance to be prepared for future challenges.

Monica Alejandre: Observed a division in the adoption of AI within universities, with some educators hesitant but administrators increasingly supportive of its use to improve daily tasks and data management. Noted that data literacy is an emerging skill, particularly as students need to understand how to use AI effectively and responsibly, ensuring data accuracy and ethical use. Digital marketing and social media fluency, especially across platforms like Instagram and Twitter, are becoming crucial. Students should also understand generational consumer behavior and how to adapt marketing strategies to different age groups, as these insights are key to effective digital campaigns.

Johannes Moenius: Explained that traditional automation will continue to impact repetitive job functions, potentially more so than AI in the near term. Highlighted the importance of critical thinking as AI becomes more integrated into daily tasks, noting that students must learn to evaluate AI outputs critically, identifying errors and "hallucinations" in AI-generated information. Recommended that students focus on building analytical and decision-making skills, preparing them for roles where they will need to assess both AI and traditional automation tools.

Chris Clarke: Pointed out that multimedia, particularly short-form video, is increasingly vital in marketing as audiences respond more favorably to video content over static ads. The trend is toward concise, impactful messaging, with videos now ideally between one to two minutes to capture short attention spans. Emphasized that traditional media, such as printed materials, remains valuable in certain contexts, sharing examples where a fully digital shift resulted in a loss of engagement. Teachers should encourage students to develop skills in both video production and traditional media to equip them for a range of communication channels.

Christine Stephens: Stressed the growing demand for data analytics and visualization skills within communications, as storytelling through data has become a critical asset. Suggested that students learn not only how to collect and analyze data but also to transform these insights into compelling, visually engaging narratives. Data literacy, combined with creativity and communication skills, is essential for making data-driven decisions that resonate with diverse audiences.

Moderator: Echoed the panelists' emphasis on the importance of data, highlighting the need for effective data collection and analysis to make informed decisions. She stressed that understanding your audience is key, suggesting that collecting data on audience demographics and preferences is essential for targeted marketing. By analyzing this data, educators and industry professionals can better determine strategies and next steps that resonate with their specific audience.

Question 2: How should our Career Technical Education (CTE) pathways adapt to ensure students are well-equipped to meet future demands and changes in this industry?

Justine Rodriguez: Stressed the value of critical thinking skills, especially in evaluating options among different vendors or service providers. In many roles, students will face choices about products, vendors, or solutions, so teaching them to make informed, strategic selections based on vendor offerings is essential. By developing the ability to assess and critically choose between options, students can add value to any organization by supporting well-informed decision-making.

Iris Garcia: Emphasized creativity as a core skill in advertising, underscoring the importance of teaching students to think beyond placement to message effectiveness. In her industry, it's not just about where ads are displayed but how they resonate with consumers. Noted that CTE pathways should encourage students to use creativity to foster connections between products and audiences. Giving students opportunities to explore creative expression allows them to experiment with impactful ad placements that drive real engagement, developing a nuanced understanding of consumer psychology.

Diane Kotlowski: Highlighted the need for students to understand the difference between working in small versus large organizations, as each offers unique career experiences. In smaller businesses, roles may require diverse skills and hands-on involvement across functions, whereas larger organizations can

provide structured career paths but with less variety in daily tasks. Suggested having students explore local businesses of various sizes to see first-hand how employees advance and find fulfillment, thus helping students make more informed career decisions. By interviewing professionals from different company sizes, students can gain insights into how these environments align with their personal goals and work preferences.

Monica Alejandre: Recommended incorporating project-based learning that emphasizes the practical use of business software, especially Customer Relationship Management (CRM) systems, which are often underutilized by companies. Encouraged fostering curiosity and analytical skills in students so they can fully leverage tools like CRMs to solve problems and optimize processes. Additionally, suggested developing students' ability to communicate technical information clearly to colleagues who may not be familiar with data or tech tools, enhancing cross-functional collaboration. This skillset—using technology to solve real problems and communicate insights—is essential as businesses increasingly rely on data to inform decision-making.

Johannes Moenius: Advocated for integrating virtual reality (VR) technology in CTE pathways as VR becomes more cost-effective and accessible. He noted VR's unique potential to standardize training and provide repetitive, hands-on practice, making it especially useful in regions where access to traditional training resources is limited. VR can create immersive simulations that reinforce skills across different fields, from sales to technical work. In the Inland Empire, VR could address educational gaps, allowing students to gain valuable practical experience whether or not they pursue college. Suggested identifying a VR "champion" within the faculty to experiment with VR's educational potential now, setting the stage for its broader implementation in the future.

Chris Clarke: Recommended enhancing technical skills education to prepare students for industry needs, especially regarding software and data tools. He recalled encountering job candidates with strong educational backgrounds but lacking proficiency in specific industry tools, which limited their immediate productivity. Emphasized that database skills and data analysis tools, like Esri, are becoming essential across many sectors. Suggested that CTE programs focus on building these specific software skills, as many companies now expect familiarity with technology platforms for data management and visualization, which support business decision-making and operational efficiency.

Christine Stephens: Supported project-based learning and internship programs to leverage CTE's strong industry connections. Highlighting that these real-world learning experiences allow students to see how skills like finance, business, and marketing are applied practically, making subjects like math or statistics more meaningful. Encouraged teachers to continue using their professional networks to connect students with diverse industry experiences, showing students how foundational skills apply in various roles. By observing and participating in real industry scenarios, students develop a practical understanding that can boost both engagement and career readiness.

Moderator: Agreed with the panelists on the potential of using VR and AI tools in CTE, acknowledging that these technologies allow students to practice repeatedly, building mastery outside the constraints of class time. They also shared personal insights on the challenges CTE teachers face in maintaining industry connections, particularly after leaving a field to teach full-time. The moderator suggested that professional development focused on networking could be valuable, equipping CTE teachers with skills to establish and maintain industry relationships that benefit students. They noted

that AI could streamline lesson planning, allowing teachers to dedicate more time to building these connections, which are essential for bringing industry relevance into the classroom

Question 3: What essential skills, educational qualifications, and certifications are currently required to gain employment in your industry, and how might these requirements change in the near future?

Monica Alejandre: Explained that, in higher education, advanced degrees like a master's or bachelor's were once required even for entry-level roles, but the pandemic highlighted the limitations of this approach in attracting diverse candidates. Consequently, some positions no longer require degrees, focusing instead on relevant experience and certifications. Monica emphasized that data skills are critical, especially in managing databases for alumni engagement and donor contributions. Proficiency in tools like Google Analytics and Excel is increasingly valued, along with the ability to analyze legislative changes that affect finance and accounting standards. Recommended fostering analytical skills and adaptability in students to prepare them for data-heavy and compliance-oriented roles.

Diane Kotlowski: Noted that while executive roles in credit unions may require a bachelor's or master's degree, experience and soft skills, particularly emotional intelligence and ownership, are often more important for career advancement. Described how adaptability in communication, especially managing customer relationships, is crucial in her field, where clients may prefer different interaction methods—phone, email, or in-person. Highlighted that the credit union industry offers many certifications, such as Certified Bank Secrecy Act Specialist and Certified Credit Union Financial Counselor, which add value to a career path. She advised students aiming for executive roles to be patient and build strong foundational skills, as many leadership positions are opening up due to retirements, though reaching these roles often takes time.

Justine Rodriguez: Stressed that while advanced degrees aren't necessary for entry-level roles in her field, relevant experience and effective communication skills are essential. As someone who hires staff, she emphasized the importance of testing skills during the hiring process—she includes a writing test to assess candidates' abilities directly, as it saves time and resources by identifying strong candidates early. She encourages hiring managers to consider applicants' experience, even if they lack formal degrees, to avoid overlooking qualified candidates.

Iris Garcia: Highlighted relationship-building as the most critical skill in her role as an account executive. Emphasized the importance of developing curiosity about others, their journeys, and their businesses. By building meaningful relationships, students can understand client needs and foster trust, which is essential in sales and community outreach roles. Recommended that students learn to engage genuinely with people, an invaluable skill in any customer-facing position.

Christine Stephens: Described the importance of first impressions in hiring, emphasizing that how candidates present themselves initially can often influence hiring decisions. She noted that professionalism, communication skills, and adaptability are crucial in the communications field, where employees may represent the organization in various public forums. Christine looks for candidates who can confidently manage projects and communicate effectively, both in person and in written formats. She also highlighted the value of skills in videography and presentations, which help in crafting and sharing organizational stories with diverse audiences.

Chris Clarke: Reflected on his own career, noting that in communications, many leadership roles require at least a bachelor's degree, while higher-level positions often require a master's to even be considered. However, he also pointed out that skills like salesmanship and self-presentation, which he learned working in sales, are just as valuable as formal education. He recommended that students develop the ability to market themselves, as this skill can open doors across various career paths, regardless of industry.

Johannes Moenius: Warned that automation could eliminate many entry-level positions, which poses a challenge for industries dependent on developing inexperienced workers into skilled professionals. Emphasized the need for students to leave school with practical skills and experience, as companies are increasingly focused on hiring individuals with demonstrable expertise. Cited a study on skill requirements across job categories, which highlighted the growing importance of soft skills like communication and relationship-building alongside technical proficiencies. He noted that the Inland Empire lags behind regions like Silicon Valley in skill development, making it critical for educators to push students toward acquiring the skills in demand by future employers.

Moderator: Shared a personal story to emphasize the importance of explaining the long-term benefits of education to students. She recounted a conversation with their niece, a high school senior who was considering skipping college because she saw family members making a good income without a degree. The moderator pointed out to her the time and effort it took those family members to reach that income level and noted that with a degree, she could start at a higher earning level much sooner. She agreed with the panelists' perspectives on the advantages of both paths but emphasized the need to help students understand the trade-offs between immediate income and long-term earning potential. The moderator underscored the value of discussing these choices in the classroom to help students make informed decisions about their career and education paths.

Question 4: What are a few occupations within the industry that do not require advanced degrees yet offer a living wage? Additionally, what advice would you give to a recent high school graduate that would help them gain employment in your industry?

Justine Rodriguez: Listed several roles within marketing and communications that do not require a degree, such as social media coordinator, copywriter, marketing assistant, digital marketer, photographer, and video editor. Advised high school graduates to start building a portfolio early, even using free online software, to showcase their skills. Suggested creating a website to display examples of their work, like blog posts, social media content, or family video projects, which demonstrates creativity and technical abilities to potential employers.

Iris Garcia: Noted that her current role as an account executive doesn't require a degree and that some of her colleagues are successful without one. Encouraged students to explore various sectors in marketing and advertising based on personal interests, such as sports, beauty, or health and wellness. Emphasized the value of internships to gain hands-on experience in different sectors, helping students refine their career paths and develop practical skills in areas like event coordination and social media.

Diane Kotlowski: Explained that the credit union industry hires many individuals without advanced degrees. Advised students to seize opportunities, ask questions, and avoid limiting themselves with thoughts like "that's not in my job description." Highlighted the importance of mentorship, suggesting

students find a role model or mentor to guide them through career decisions. During interviews, she recommended that students ask thoughtful questions, such as what the hiring manager enjoys about the company or how they entered the field, which can help them assess company culture and fit.

Monica Alejandre: Shared that many entry-level roles in finance and operations at Cal State do not require advanced degrees, including fundraising coordinators and accounting technicians. She noted that customer service positions also provide growth opportunities, especially for individuals with strong interpersonal skills. Encouraged students to use these roles as stepping stones to more advanced positions within public service, adding that while Cal State may pay less than private sector roles, the benefits can make it an attractive long-term career choice.

Johannes Moenius: Emphasized that while many roles in various fields don't require a degree, students must think strategically about long-term job security. Stressed that a college degree remains valuable for building adaptability and problem-solving skills essential for navigating a 40+ year career. Cautioned that many entry-level jobs without degree requirements are highly susceptible to automation, making it important for students to consider careers with growth potential. Recommended that educators work closely with students to explore higher education options when feasible, as the stability and flexibility provided by a degree can be crucial in an evolving job market.

Chris Clarke: Noted that entry-level positions such as photography or social media content creation don't require degrees in many industries but pointed out that requirements vary significantly by sector. In education, for example, a bachelor's degree is often required even for photography roles. For high school graduates, he advised developing strong salesmanship and self-presentation skills to stand out in any industry, as these abilities can help them secure opportunities and advance regardless of formal education.

Christine Stephens: Described how some roles in school district communications departments, like multimedia communication specialists, don't require degrees but offer a chance to gain practical experience in photography, videography, and software tools. Suggested that students explore various responsibilities, wear multiple hats, and build a versatile portfolio. Advised students to prepare for interviews by researching the organization and learning to ask insightful questions about company culture and job expectations, helping them make informed career decisions.

Moderator: Echoed the panelists' insights, agreeing that small businesses and school districts offer unique opportunities for skill development. They noted that these smaller settings allow individuals to gain broader experience, explore various tasks, and identify their passions. This approach aligns with the idea shared by the panelists: once someone finds an area they're passionate about, they can transition to larger organizations or corporations to specialize. The moderator agreed that small settings provide valuable, transferable skills, serving as a strong foundation for future career growth.

Audience Questions and Comments:

Audience Question 1: The question centered on effective work-based learning experiences for high school students and which types of hands-on exposure might be most valuable across different industries.

Diane Kotlowski: In financial services, confidentiality and regulation limits certain hands-on experiences. However, she highlighted the value of classroom visits to discuss career paths and required training in the industry. Her organization also hosted a small class at a branch, offering a tour and a financial literacy session. Although this isn't a requirement for hiring, it provides students with valuable exposure to financial concepts and industry insights.

Justine Rodriguez: Recommended volunteering as an entry point, noting that Arrowhead Regional Medical Center offers a robust volunteer program that accepts students as young as 14. Students can choose departments aligned with their interests, such as marketing, facilities management, or medical imaging, allowing them to gain hands-on experience across 140 different departments.

Monica Alejandre: Emphasized event management as a valuable skill, especially within university departments like hers where event planning is often required. She encouraged students to volunteer for event-related roles, as these provide hands-on experience and are in high demand post-COVID. Noted that event management is considered one of the most stressful roles, emphasizing that real experience with planning and executing events is a valuable asset in the job market.

Audience Question 2: The question addressed using VR to engage students in a high school marketing classroom, reflecting growing interest in immersive technology as a tool for student engagement.

Johannes Moenius: Responded that implementing VR effectively in a marketing classroom would require a specialized lab setup, particularly due to the technology's bandwidth needs. He suggested that a physical, on-ground setup would provide students with an immersive learning experience, ideally allowing them to explore interactive, realistic marketing scenarios. For a successful implementation, schools would need to invest in the necessary VR infrastructure and consider how VR aligns with curriculum goals.

Moderator: Noted that a one-to-one approach might not be feasible in a classroom setting and recommended the station rotation model as a practical alternative, which would demand less bandwidth and reduce upfront costs.

Key Takeaways and Action Items by Panelist

These key takeaways and action item lists highlight each respondent's insights, concerns, and suggested actions to address industry trends and prepare students for the evolving landscape within their respective areas of expertise.

Justine Rodriguez, Director of Marketing and Public Relations, Arrowhead Regional Medical Center

Key Takeaways:

- Entry-level roles in marketing, such as social media coordination, copywriting, and digital marketing, are accessible without advanced degrees but benefit from practical experience.
- Building a professional portfolio is critical for showcasing creative skills in an organized, visually appealing way.
- Volunteer work and internships in diverse departments can offer students valuable exposure to a wide range of skills.

Action Items:

- Encourage students to create digital portfolios using free software to showcase a variety of media skills, including blog posts, social media graphics, and videos.
- Host portfolio-building workshops to help students organize and present their work effectively.
- Promote volunteer opportunities in different departments to help students gain practical experience and diversify their skills.

Christine Stephens, Communications Manager & Public Information Officer, Redlands USD

Key Takeaways:

- Professionalism and a strong first impression are crucial in communications roles, especially when representing educational institutions.
- Flexibility to handle various communications tasks—from videography to presentation design—adds value in resource-limited settings.
- Effective data usage and understanding audience demographics improve targeted communication and outreach efforts.

Action Items:

- Include professional skills training in CTE pathways, emphasizing first impressions, professionalism, and interpersonal skills.
- Establish mock interviews and presentation sessions to give students practice in representing themselves and their work.
- Provide hands-on data analysis activities, allowing students to learn how to collect, interpret, and use data to inform communication strategies.

Chris Clarke, Executive Director of External Relations and Strategic Communications, RCCD

Key Takeaways:

- Sales and self-presentation skills are essential across roles and industries, from education to external relations.
- Customer-facing experience, such as internships in sales or customer service, helps build foundational communication skills.
- Understanding both digital and traditional media is valuable for creating engaging, multi-platform content.

Action Items:

- Create role-play scenarios and workshops focused on self-presentation, sales techniques, and customer engagement.
- Encourage participation in local job fairs, internships, or customer service roles to enhance real-world communication skills.
- Offer training on creating digital and traditional media content, equipping students to engage with a wide range of audiences.

Diane Kotlowski, Chief Executive Officer, JP Federal Credit Union

Key Takeaways:

- Interpersonal skills, emotional intelligence, and ownership are critical for long-term success in financial services.
- The credit union industry provides multiple certifications that can open career pathways without requiring advanced degrees.
- Volunteering for projects and cross-departmental opportunities builds versatility and broadens experience.

Action Items:

- Establish mentorship programs that connect students with financial services professionals, emphasizing the importance of communication, responsibility, and adaptability.
- Provide information on certification programs relevant to entry-level financial services roles to prepare students for immediate job opportunities.
- Encourage volunteerism and cross-training to help students gain exposure to different roles and responsibilities within an organization.

Iris Garcia, Account Executive, Lamar Advertising

Key Takeaways:

- Curiosity and exploration across industries—from sports to beauty—can broaden career opportunities in marketing and advertising.
- Internships and real-world experience are crucial in shaping a student's career path and aligning their interests with professional opportunities.
- Relationship-building is key, especially in community-based roles, and helps students develop essential networking skills.

Action Items:

- Partner with local businesses to provide internships across various sectors, helping students explore career options within marketing.
- Incorporate career exploration activities in the curriculum, focusing on how personal interests align with specific marketing roles.
- Offer networking workshops to develop students' skills in building relationships and engaging meaningfully with professionals.

Johannes Moenius, Ph.D., Professor and Director, Institute for Spatial Economic Analysis, University of Redlands

Key Takeaways:

- Adaptability and lifelong learning are critical for navigating career changes, particularly with increasing automation in the workforce.
- Data and analytical skills offer a competitive edge in most industries, enabling students to make data-informed decisions.
- A solid foundation in critical thinking will help students interpret data accurately and adapt to emerging technology trends.

Action Items:

- Integrate data literacy courses into the curriculum to help students understand and utilize data for decision-making.
- Emphasize adaptability and continuous learning through problem-solving activities and project-based learning that simulate real-world challenges.
- Develop critical thinking workshops that focus on evaluating technology and data critically, preparing students for evolving roles.

Monica Alejandre, Associate Vice President for Advancement Services and Operations, Cal State San Bernardino

Key Takeaways:

- Event management skills are increasingly valued, particularly in administrative and public service roles.
- Experience in customer service and an ability to manage public-facing interactions are essential across university administration.
- Analytical skills, especially in finance and data interpretation, are valuable and provide career mobility within public service.

Action Items:

- Organize hands-on event-planning exercises that allow students to practice the skills needed for effective event management.
- Develop customer service training sessions to strengthen students' professional communication skills and public engagement.
- Introduce finance and data literacy modules to equip students with the analytical skills needed for roles in finance and administration.

Labor Market Information

The following labor market information was sourced from https://www.onetonline.org/ on October 30, 2024.

Local Wages

11-2021.00 - Marketing Managers Bright Outlook

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages

In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$135,030**.
- 10% of workers earn **$74,130 or less**.
- 10% of workers earn **$239,200+ or more**.

In California:

- Workers on average earn **$174,480**.
- 10% of workers earn **$95,400 or less**.
- 10% of workers earn **$239,200+ or more**.

In the United States:

- Workers on average earn **$157,620**.
- 10% of workers earn **$79,600 or less**.
- 10% of workers earn **$239,200+ or more**.

Source: Bureau of Labor Statistics 2023 wage data

California Employment Trends

11-2021.00 - Marketing Managers Bright Outlook

View trends for state: California Go

In California:

Employment (2020)	49,800 employees
Projected employment (2030)	61,100 employees
Projected growth (2020-2030)	23%
Projected annual job openings (2020-2030)	5,740

In the United States:

Employment (2023)	389,100 employees
Projected employment (2033)	420,800 employees
Projected growth (2023-2033)	8% Faster than average
Projected annual job openings (2023-2033)	34,800

California source: Projections Central 2020-2030 long-term projections. United States source: Bureau of Labor Statistics 2023-2033 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

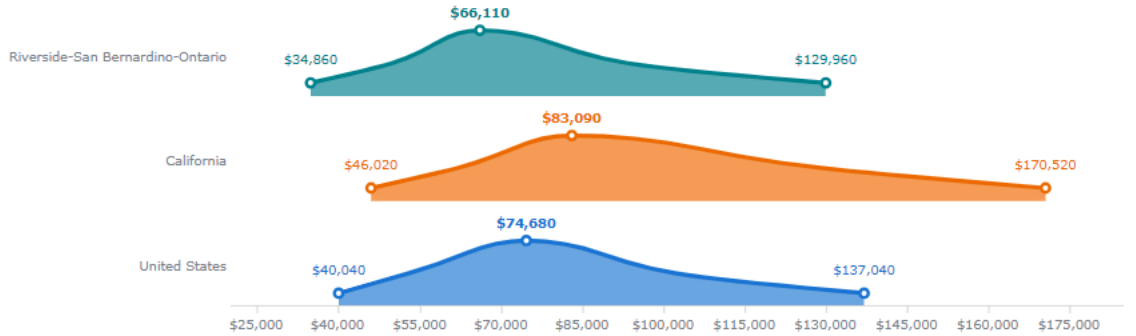
Local Wages

13-1161.00 - Market Research Analysts and Marketing Specialists Bright Outlook

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$66,110**.
- 10% of workers earn **$34,860 or less**.
- 10% of workers earn **$129,960 or more**.

In California:

- Workers on average earn **$83,090**.
- 10% of workers earn **$46,020 or less**.
- 10% of workers earn **$170,520 or more**.

In the United States:

- Workers on average earn **$74,680**.
- 10% of workers earn **$40,040 or less**.
- 10% of workers earn **$137,040 or more**.

Source: Bureau of Labor Statistics 2023 wage data.

California Employment Trends

13-1161.00 - Market Research Analysts and Marketing Specialists Bright Outlook

View trends for state: California Go

In California:

Employment (2020)	109,900 employees
Projected employment (2030)	147,600 employees
Projected growth (2020-2030)	34%
Projected annual job openings (2020-2030)	16,240

In the United States:

Employment (2023)	903,400 employees
Projected employment (2033)	978,300 employees
Projected growth (2023-2033)	8% Faster than average
Projected annual job openings (2023-2033)	88,500

California source: Projections Central 2020-2030 long-term projections. United States source: Bureau of Labor Statistics 2023-2033 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

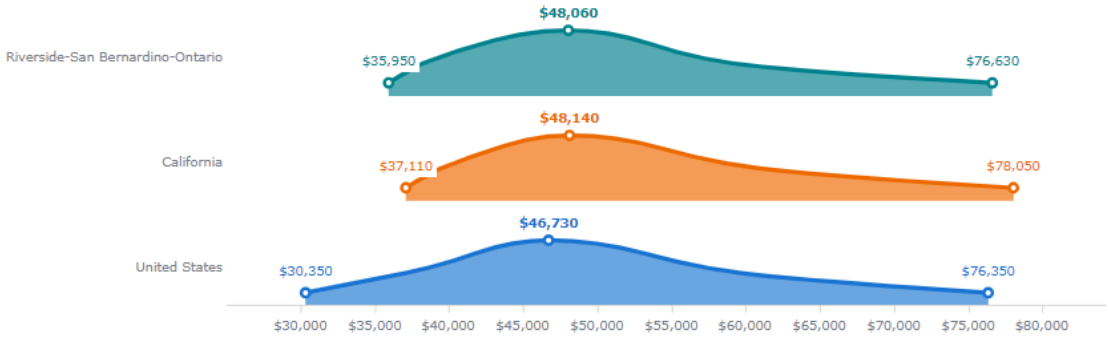
Local Wages

41-1011.00 - First-Line Supervisors of Retail Sales Workers Bright Outlook

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$48,060**.
- 10% of workers earn **$35,950 or less**.
- 10% of workers earn **$76,630 or more**.

In California:

- Workers on average earn **$48,140**.
- 10% of workers earn **$37,110 or less**.
- 10% of workers earn **$78,050 or more**.

In the United States:

- Workers on average earn **$46,730**.
- 10% of workers earn **$30,350 or less**.
- 10% of workers earn **$76,350 or more**.

Source: Bureau of Labor Statistics 2023 wage data.

California Employment Trends

41-1011.00 - First-Line Supervisors of Retail Sales Workers Bright Outlook

View trends for state: California Go

In California:

Employment (2020)	132,600 employees
Projected employment (2030)	136,200 employees
Projected growth (2020-2030)	3%
Projected annual job openings (2020-2030)	14,420

In the United States:

Employment (2023)	1,407,400 employees
Projected employment (2033)	1,316,900 employees
Projected growth (2023-2033)	-6% Decline
Projected annual job openings (2023-2033)	124,100

California source: Projections Central 2020-2030 long-term projections. United States source: Bureau of Labor Statistics 2023-2033 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

Local Wages

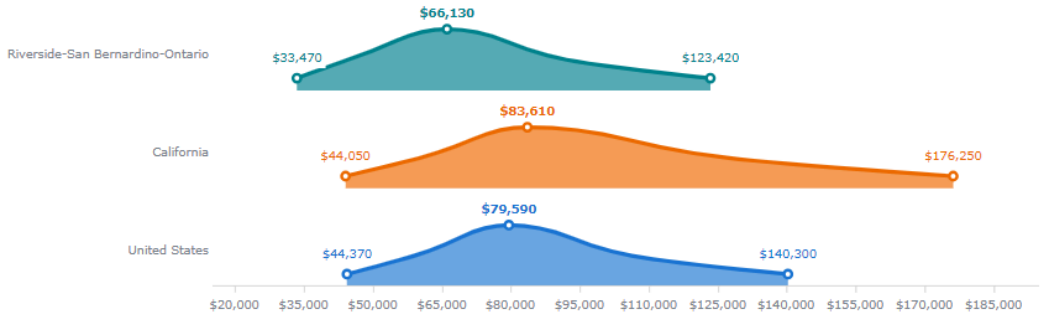
13-1199.06 - Online Merchants Bright Outlook

Wage data collected from **Business Operations Specialists, All Other**.

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

Wage data for **Business Operations Specialists, All Other**.

- Workers on average earn **$66,130**.
- 10% of workers earn **$33,470 or less**.
- 10% of workers earn **$123,420 or more**.

In California:

Wage data for **Business Operations Specialists, All Other**.

- Workers on average earn **$83,610**.
- 10% of workers earn **$44,050 or less**.
- 10% of workers earn **$176,250 or more**.

In the United States:

Wage data for **Business Operations Specialists, All Other**.

- Workers on average earn **$79,590**.
- 10% of workers earn **$44,370 or less**.
- 10% of workers earn **$140,300 or more**.

Source: Bureau of Labor Statistics 2023 wage data.

California Employment Trends

13-1199.06 - Online Merchants Bright Outlook

View trends for state: California Go

In California:

Employment data for **Project Management Specialists and Business Operations Specialists, All Other**.

Employment (2020)	314,200 employees
Projected employment (2030)	357,800 employees
Projected growth (2020-2030)	14%
Projected annual job openings (2020-2030)	28,620

In the United States:

Employment data for **Business Operations Specialists, All Other**.

Employment (2023)	1,181,500 employees
Projected employment (2033)	1,245,300 employees
Projected growth (2023-2033)	5% Average
Projected annual job openings (2023-2033)	107,400

California source: Projections Central 2020-2030 long-term projections. United States source: Bureau of Labor Statistics 2023-2033 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

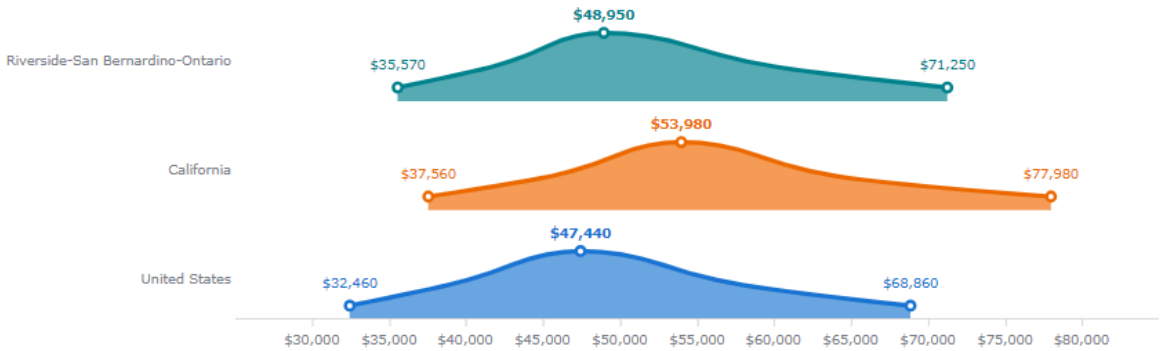
Local Wages

43-3031.00 - Bookkeeping, Accounting, and Auditing Clerks Bright Outlook

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$48,950**.
- 10% of workers earn **$35,570 or less**.
- 10% of workers earn **$71,250 or more**.

In California:

- Workers on average earn **$53,980**.
- 10% of workers earn **$37,560 or less**.
- 10% of workers earn **$77,980 or more**.

In the United States:

- Workers on average earn **$47,440**.
- 10% of workers earn **$32,460 or less**.
- 10% of workers earn **$68,860 or more**.

Source: Bureau of Labor Statistics 2023 wage data.

California Employment Trends

43-3031.00 - Bookkeeping, Accounting, and Auditing Clerks Bright Outlook

View trends for state: California Go

In California:

Employment (2020)	184,300 employees
Projected employment (2030)	192,400 employees
Projected growth (2020-2030)	4%
Projected annual job openings (2020-2030)	21,460

In the United States:

Employment (2023)	1,663,800 employees
Projected employment (2033)	1,579,900 employees
Projected growth (2023-2033)	-5% Decline
Projected annual job openings (2023-2033)	174,900

California source: Projections Central 2020-2030 long-term projections. United States source: Bureau of Labor Statistics 2023-2033 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

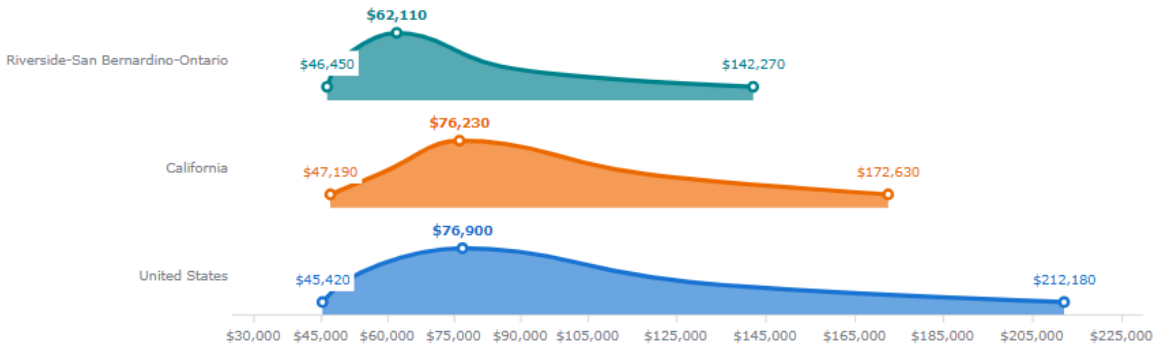
Local Wages

41-3031.00 - Securities, Commodities, and Financial Services Sales Agents Bright Outlook

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$62,110**.
- 10% of workers earn **$46,450 or less**.
- 10% of workers earn **$142,270 or more**.

In California:

- Workers on average earn **$76,230**.
- 10% of workers earn **$47,190 or less**.
- 10% of workers earn **$172,630 or more**.

In the United States:

- Workers on average earn **$76,900**.
- 10% of workers earn **$45,420 or less**.
- 10% of workers earn **$212,180 or more**.

Source: Bureau of Labor Statistics 2023 wage data.

California Employment Trends

41-3031.00 - Securities, Commodities, and Financial Services Sales Agents Bright Outlook

View trends for state: California Go

In California:

Employment (2020)	57,700 employees
Projected employment (2030)	64,500 employees
Projected growth (2020-2030)	12%
Projected annual job openings (2020-2030)	5,880

In the United States:

Employment (2023)	513,800 employees
Projected employment (2033)	547,900 employees
Projected growth (2023-2033)	■■■■ 7% Faster than average
Projected annual job openings (2023-2033)	41,000

California source: Projections Central 2020-2030 long-term projections. United States source: Bureau of Labor Statistics 2023-2033 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

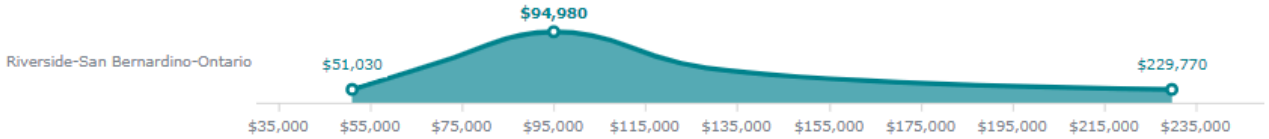
Local Wages

13-2052.00 - Personal Financial Advisors Bright Outlook

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$94,980**.
- 10% of workers earn **$51,030 or less**.
- 10% of workers earn **$229,770 or more**.

In California:

- Workers on average earn **$103,330**.
- 10% of workers earn **$60,500 or less**.
- 10% of workers earn **$239,200+ or more**.

In the United States:

- Workers on average earn **$99,580**.
- 10% of workers earn **$48,730 or less**.
- 10% of workers earn **$239,200+ or more**.

Source: Bureau of Labor Statistics 2023 wage data.

California Employment Trends

13-2052.00 - Personal Financial Advisors Bright Outlook

View trends for state: California Go

In California:

Employment (2020)	42,000 employees
Projected employment (2030)	47,700 employees
Projected growth (2020-2030)	14%
Projected annual job openings (2020-2030)	3,790

In the United States:

Employment (2023)	321,000 employees
Projected employment (2033)	375,900 employees
Projected growth (2023-2033)	■■■■ 17% Much faster than average
Projected annual job openings (2023-2033)	27,000

California source: Projections Central 2020-2030 long-term projections. United States source: Bureau of Labor Statistics 2023-2033 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.