

SAN DIEGO MESA COLLEGE

Strong Workforce Committee Meeting Minutes

November 12th, 2020

2:30 pm – 3:30 pm

Zoom: <https://cccconfer.zoom.us/j/98880937911>

ATTENDEES	IN ATTENDANCE	ABSENT
	Ailene Crakes	Amanda Johnston
	Amanda Horner	Anda McComb
	Aracely Bautista	Carina Hernandez
	Claudia Estrada-Howell	Jordyn Smiley
	Corrine Huber	Leticia Lopez
	Danene Brown	Mark Manasse
	Hai Hoang	Melanie Baeza-McCray
	Janue Johnson	Michelle Toni Parsons
	Jeaneal Davis	Liza Rabinovich
	Johanna Aleman	Raquel Sojourner
	Julia Zuniga	Robert Wong
	Kaitlin Choi	Sahar King
	Karla Trutna	Shawn Fawcett
	Monica Romero	Tina Recalde
	Pavel Conseguera	Tracy Penrod
	Rachel Russell	
	Sadie Wager	
	Tara Maciel	
	Tasha Frankie	

CALL TO ORDER: By M. Romero at

- Welcome / Check-in
 - Due to the Board meeting, the SWC meeting time was changed and condensed from 3:30-4pm to 2:30-3:30pm
 - Review/Approval of [Minutes](#) from 10/08/2020
 - Minutes Approved

ACTION ITEM(S): N/A

CONTINUING BUSINESS

Workgroups: Due to the condensed meeting time, some workgroups sent in written updates.

- Budget & Allocation (Monica)
 - Started discussing how we are going to allocate funds for this year
 - Will present allocation cycle timeline for 20/21 at the next SWC meeting (12/10/2020), along with an updated allocation form
 - Received incentive funding for SW round 5 – \$280,200, which was \$500 more than last year as some of our metrics were slightly higher
 - Working on the operating budget of 1.3 million for 20/21, which is \$4000 less than last year because base allocation had gone down
 - Still in the green zone for SW
 - Region is sending out new RFAs
 - We have applied for one for Health to develop a preferred care coordinator - this type of position is needed in the Region and there are not enough training programs to support it
 - Have also applied for one in ICT (all of our technologies) – GISG, CIS, Web Development, and Multimedia – this is helping align curriculum with industry knowledge skills and abilities
 - Each of these grants are about \$50,000 and most of that goes towards paying faculty ESUs to do the work and hiring a NANC to coordinate everything
 - Pathways with Continuing Education when appropriate, to be able to provide students with credit by exam or courses currently in those areas in CE, as well as developing some peer mentoring and stronger academic and student support connections
- Advisory Committee – (Monica)
 - Have been discussing establishing a reassigned time position an [Advisory Committee Lead Faculty](#)
 - Provide structure for all of our advisory committees, support to the faculty by helping diversify committees, provide structure for note taking and ongoing communication throughout the academic year, uplift current advisory committees, establishing advisory committees for programs that do not currently have one
 - Faculty support system
 - Continuing Ed already has this position and it has shown to be very effective and well received
 - SWC to review the position description and at the next meeting (12/10/2020) will discuss more in depth
- Employer Engagement – [See Written Update](#)
- Professional Learning and Classroom Support – [See Written Update](#)
- Outreach and Marketing – [See Written Update](#)
- New CTE Programs – No Updates

ACTION ITEM(S): Budget & Allocation workgroup to provide an updated allocation form and present allocation cycle timeline for 20/21 at the next SWC meeting; Review Advisory Committee Lead Faculty position description to be discussed at the 12/10/2020 meeting

NEW BUSINESS

CTEOS Presentation (Hai)

- CTEOS: An annual survey done by California Community College System, all community colleges participate and it's managed by the state systems office
 - A series of questions for CTE students that either graduated or took nine or more units and are at least a year gone from the college
 - Are finding jobs in their field of study
 - What is their current income vs what was their current income
 - What program did they study
 - First the survey is sent out by an admin email, those that don't respond receive a text, finally those that do not respond receive a phone call
 - Every year have a response rate of about 30%
 - This information is one of the basis of SW funding – students employed in their field of study
 - Does take into account transfer students
 - Demographic information helps us see who is succeeding in terms of employment and where improvements are needed
- Data - <https://tinyurl.com/CTEOSNov12>
 - 3 types of data – interesting data, useful data, actionable data
 - Most of the Dashboard data is interesting or useful, faculty can provide professional and contextual knowledge in their field to make the data more actionable and useful
 - When the data is put into context (industry knowledge), it can shift the interpretation of a particular figure
 - By working together (faculty and research), can combine different information to get an understanding of an actual issue or systemic pattern to figure out how to fix it
 - CTEOS Data:
 - 4 years of data
 - Not duplicative data – students cannot submit the survey more than once
 - Eligibility is determined by the highest attainment (for which school reports the data) ex. an award would be higher than earning 9 units, an associates would be higher than a certificate, etc.
 - Responses by year by Demographic:
 - Rachel asked how the responses compare to Mesa student population
 - Monica noted that we have more white students responding to the survey than are in our programs
 - There is also a gap of who is eligible for the CTEOS survey – may be interesting to look at that population demographic

- The Mesa CTE population percentages are based on enrollment, does not necessarily represent students who were eligible for the survey
- Gender:
 - More female than male responses
- Awards and Program Satisfaction – what stands out? (How satisfied are you with the education and training you received at Mesa?)
 - Most responses from Business Admin – this is our biggest program on campus
 - Generally, students are pretty satisfied with their programs
 - Claudia asked: Are students who are responding at a higher rate those who are still connected to their student emails?
 - **Follow-up conversation – How to improve response rates**
 - Many programs do not have enough responses to make meaningful interpretation or generalization of data
 - How can/are faculty influence or encourage student responses
 - Higher response rates are critical to gathering data to improve programs
 - Pilot program of calling students did not seem to make a difference with response rates for Mesa students, CE saw an impact
- Where are our students working?
 - Majority reported on the West coast and California, but numbers are pretty widespread across the country
 - Color represents number of student responses in a particular region
 - Size of the circle represents average current wage for particular zip code – bigger circle, higher wage
 - Larger circles in the Houston/Austin/San Antonio areas
 - 11% of respondents are not from California, which could really affect numbers on reported wage information
 - We get our funding based on regional data – as the data is filtered out for respondents who don't live in San Diego the figures can become too small to crunch at that deep of a level
 - Data points are plotted based on zip code of where the respondents work (no necessarily where they live)
 - One way to make the data more actionable is to consider cost of living/living wage – changes a lot based on the area
 - San Diego – dark circle (high response rate) around the Mesa area as well as Downtown San Diego
 - Monica noticed higher salary respondents are out past Lakeside – why?
 - Were people responding from their actual work address or work from home address?
- Awards and Job Similarity:
 - Tasha commented that it may be part of her (faculty) job to help students understand how potential jobs are closely related to their field of study, connect what they learn in the classroom to what they will be doing out in the field.

- Rachel noted thinking about the skill set which helped them get the job, though they may not be directly using those skills at this time
- This metric is important, because this survey is the only place the State is getting its data from and it is how we get funding
 - Important to help student understand how their field of study and skills are transferable
- <https://tinyurl.com/CTEOSNov12> - link to handouts
- Awards, Ethnics, Current Wages
 - Darker the bar, the higher the wage
 - Missing black African American representation in the surveys
 - Remove program to look at ethnicity against average wages and number of responses
 - Claudia asked if there is a way to know if wages are from part time or full-time positions
 - Yes, but that metric is not factored into this particular analysis
 - Monica suggested a flex workshop in the spring - say 2-3 hours where CTE faculty could really dive into their CTEOS data

ACTION ITEM(S): Continue CTEOS discussion at 12/10/2020 meeting - <https://tinyurl.com/CTEOSNov12>

STANDING ITEMS

- Mesa 2030 (Rachel):
 - Comprehensive plan for all aspects and functions of the college over the next 10 years
 - How are we going to achieve Mesa-wide goals visions and mission
 - Have been working on two aspects of the plan: Educational Master Plan and Facilities masterplan
 - Educational – focusing on goals of the college, intended future of the college, understanding what San Diego is going to look like in the future, and how we can better serve everybody
 - Facilities - When planning facilities or needs of students, recognize that the student experience may look post-COVID
 - Think about how best to serve students in 10 years
 - Focused on 5 goals: Student Centered, Welcoming Environments, Connected Campus, Community Asset, Stewardship of Resources
 - Create an arrival experience, address parking, optimize campus topography, provide core student support areas equitably across campus, replace underperforming buildings
 - Task force
 - Are all representing different constituency groups, coming together and providing voices for all people on campus – students, faculty, administrator, services
 - Get first read of all drafts the consultants put together
 - Give feedback to what the consultants produce for us about the master plans

- Emphasis from participants has always been checking their work for equity and excellence goals
 - Several other CTE faculty serve on committee, and provide a powerful voice for CTE programs and SW
 - Rachel's role is as an advocate for Strong Workforce programs
 - Have been focusing on non-traditional CTE students, making sure their opinions and needs are being thought of during the planning
 - Big focus on technology support
- Consultants collect, analyze, interpret all input and come up with common themes, like goals and facilities plans, to be critiqued
- Survey of long-term planning goals - bit.ly/Mesa2030survey – defining plans for the next 10 years
 - Facilities planning, program review, strategic plans
 - The feedback led to the addition of goal of scholarship
 - Takes the place of another on-campus poster sharing session
- Facilities updates - consultants presented two different options for campus topography
 - Will see an updated plan at the next meeting
 - The consultants take feedback and make changes – want to hear from subject matter experts
- Regional Workgroups
 - Perkins Update (Tina)
 - Regional Update (Danene) – [See Written Update](#)
 - Pathway Navigation (Claudia) – [See Written Update](#)
 - Data (Hai) – [See Written Update](#)
- Danene is leaving for her new position at the regional level. Monica thanked her for her leadership and wished her well.

ACTION ITEM(S): N/A

ROUND TABLE: N/A

ADJOURNMENT: 3:34pm

2020-2021 Meeting Dates: 3:00 pm – 4:30 pm
November 12, December 10, February 11, March 11, April 8, May 13