

Academic Senate

Career Education Committee Meeting Summary

August 31, 2020 1:00 p.m. to 2:00 p.m. (Zoom Virtual Meeting)

Begin: 1:02pm

End: 2:05pm

Attendees: Gary Quire, Harriet Happle, Tim Baber, Daylene Meuschke, Garrett Rieck, Jennifer Paris, Justin Wallace, Keri Aaver, Larry Alvarez, Mark Daybell, Nicole Faudree, Omar Torres, Regina Blasberg, Tina Waller & Marilyn Jimenez

Introductions were made to welcome in all new CE committee members.

1) Approve Previous Minutes a) May 11, 2020:

- a. Minutes from the May 11, 2020 meeting and the August 31, 2020 meeting will be resent to allow others to review. The minutes will be brought back at the next meeting for approval.

2) CCCAOE – (Harriet)

- a. The fall CCCAOE Conference will be 100% virtual. All sessions, included break out and general, will be recorded and available for up to one year. Registration is now open and it is \$495/ea. If anyone is interested in attended please inform Harriet.
- b. The Leadership 1 & 2 Conference will begin the week of Sept. 21st. People should take the Leadership 1 Conference first, then work on the material for one year and then take the Leadership 2 Conference and then work on the training for another year. The information regarding this registration for the conference can be found on the website at CCCAOE.org. It is not clear at this point if the conference will be covering non-credit material. It is recommended to check out the website for breakout information. There will be discussion regarding that are best practices during COVID-19 are being discovered and the change of nature with strong workforce. In the past attendance at these meetings allowed for networking opportunities. However, due to this conference now being held remotely networking will be difficulty to accomplish.

3) Career Trees Update (Gary)

- a. The Career Trees were created with the help of Harriet, Gary and Regina. Information for the copy points were collected from the CE departments. This information has been input into a website. Two layout options were shared with the committee.
 - [Career Trees Layout Option 1](#): The layout will display the main CE department on the left side of the page and with a list of all Levels 1, 2 & 3 Careers on the right side.
 - [Career Trees Layout Option 2](#): The (all in one) layout will display the tree graphic in the middle of the screen with the career levels loading lists all around the tree. The lists will load when the user selects the different levels.

- b. The layout will be worked on first and then the page will be reviewed to ensure it is ADA 508 compliant. The committee agreed and prefers option #2.
- c. There will be another step added to ensure the page is dynamic. For example, if a student selects Police Officers the page should then load links to [OnetOnline.org](https://www.onetonline.org). The O*NET site will load information on Police Officer. The committee was asked if they are ok with a student clicking on level 1 or 2 and it would take them to O*NET and then the student had to explore on their own? The committee felt that if the position is available that the link to the positions title should take students to that information.
- d. The career tree list will be worked on, one at a time. A list will be created for each CE department that created a career tree and copy points. A private link will be sent to the department chairs for review before the page is made live. There was a clarification in regards to the different levels:
 - Level 1: Primarily degree at the community college level
 - Level 2: This is the bachelor's degree or further certificates
 - Level 3: This is considered the mastery level
- e. An idea was proposed to host a career day for each of the careers in level 1. Employers would be made available to share career/employment opportunities. In the future career trees may be incorporated into the digital campus catalog. A student could explore a program they are interested in and click on that program which would then take them to the career tree. Students could then further explore careers available within that program of study. The interactive component could also provide information on wage and type of degree needed for that particular type of program. Faculty could also share this information with students in their classrooms. The counseling department would also need to be brought in.
- f. Marketing for Career Trees: A notebook will be created for each of the high schools for CE reps. Training can also be done with high school counselors. Many students may be choosing different pathways in terms of how they matriculate into COC. Once it is safe to return to campus there will be some investment in different banners, stand up signage. Academic programs can take with them when presenting information off campus. The banners can also be used during College to Career Day.
- g. There was a question regarding if the COC Academic programs are coming up on google searches. For example, if a student is looking for the best programs in Graphic Design and the student lives in the Los Angeles area is the search engine optimization process pulling up COC as a top choice? Many google searches usually do not load community colleges at the top of a search list. Omar will follow up with the PIO department. After the pandemic crisis is over will many programs continue to be offered online? Will marketing efforts be expanded? There was an idea to have student interns develop more social media presence for many of the different programs.

4) Linked in Learning (SCCRC Regionally) (Harriet & Gary)

- a. LinkedIn has now migrated to a regional platform. There is the new Job Speaker platform that has proven to be very effective. More information on this area will be

discussed at the next meeting.

5) Marketing Videos (Gary)

a. 2020/21 Contract Videos + (10 New Videos)

- MEA – 3D Animation – (Maybe Completed before Fall)
- MEA – Sound Arts – (On Hold) ARCHT/ID Home Staging (On Hold)
- Non-Credit – Vocational Programs - (On Hold)
- Automotive maybe (2) - (Both on Hold)
- All videos are on hold as it is not clear when students will return to campus. The contract for the videos goes until June 30, 2021. This is an amendment to the original contract. Another amendment may be needed for this contract.

6) Perkins – Summary (Harriet)

- a) Both Perkins and Strong Workforce funding has been received. For many departments which are experiencing forced cost issues the majority of those issues were addressed with the Perkins funding. For this year if anyone had professional development that was directly tied to some type of industry accreditation that funding was kept in the accreditation award. All other funding for professional development was put in Across CTE to allow for the flexibility required in the COVID-19 environment. Many of the professional development opportunities have been done virtually. Anyone interested in attending virtual conferences will still need to fill out a travel authorization form. Work with Nancy Sandoval to complete. Harriet will send out emails to program chairs regarding what was received for the program. It is recommended that for anyone who needs equipment that it be ordered soon due to the shipping delays.
- b) Strong Workforce Updated: The College was fully funded again and many of the projects will continue. Robin Spurs will continue to be funded. There is still a plan to do an Advance Technology Center as this has been approved. This center will focus in the areas of welding, manufacturing and construction. The Intersect Labs are still being negotiated. There was a request for the updated department chair list to schedule a follow up meeting regarding the Intersect Labs.
- c) There was a reminder that Perkins requires Advisory Boards. It is not clear what the job outlook will look like for particular industries post COVID-19. How will internships be done? What will short term job training look like? The State Chancellors office has worked with the legislature to add a change in legislation to tailor a bill for Strong Workforce funds to be used for contract and for non-credit education. Some of the parameters include partnering with employers who have job vacancies that can be documented and establishing credit for prior learning policies. Sacramento is looking at the community colleges to be a major partner in the job recovery that will be needed for the state of California.
- d) Short Term Facilities Management Certification: There is a possibility of a short term Facilities Management Certificate program. This would require an introduction to project management, facilities management and an internship. The IFMI association will work with the college for an internship that could turn into an Associates degree associate's degree a student could earn a job and be projected to earn an excess of \$90,000 within five years. It was suggested to all committee members to engage with their advisory board to provide some indicators.
- e) Career Education Survey: This survey is important in that it determines the percentages

of students that have Pell grants that are non-traditional, which are looking for living wage jobs. This is the basis for how Perkins funding is obtained. It is very important to have student participation in these surveys. The office of Institutional Research will be launching the survey via email. There was a request to have faculty put the survey link in their CANVAS shell.

7) Announcements: Open Forum for Discussion

- a. There is an upcoming Lunch and Learn event. This will be an opportunity to share with faculty the connections to employers. This event will be an ongoing series which will train faculty on how to use Job Speaker and how LinkedIn Learning is being utilized with students. In addition, how to stay connect with students and alumni. There are over 12,000 student and alumni populated in this program.

Future Agenda Items:

- SWP Summary (Harriet)