Academic Senate
Career Education Committee
Meeting Summary

February 28, 2022, 1:00 p.m. to 2:00 p.m. (Zoom Virtual Meeting)

Attendees: Daylene Meuschke, Dr. Kathy Bakhit, Garret Rieck, Gary Quire, Harriet Happel, Heather Dotter, Jeff Baker, Jennifer Paris, Justin Hunt, Justin Wallace, Larry Alvarez, Marilyn Jimenez, Mary Corbett, Nadia Cotti, Nicole Faudree, Paula Hodge & Regina Blasberg

Start Time: 1:05pm

1) Approve Previous Minutes

   a) February 14, 2022

   b) Motion to approve the minutes by Regina Blasberg, seconded by Larry Alvarez. Unanimous. Approved.

2) Advisory Boards and CLNA (Comprehensive Local Needs Assessment (Harriet)

   a) Perkins 5 requires a Comprehensive Local Needs Assessment (CLNA) every 2 years. The last CLNA was conducted in person with the region with only 5 industry partners. This year the survey was sent out before the holiday break with the Centers of Excellence (COE). The COE chose to outsource with CSU Chico State and the survey included the Chico State logo. Not many responses were as many employers presumed it was spam since the email included the Chico state logo. Only 20 employers responded from SCV.

   b) Harriet will be working with each of the program chairs and their respective advisory boards to ask the following questions:

   - Question #1: As an industry member and as an employer you already demonstrated that you are interested in partnering with the college by being part of the Advisory Board Committee. Are there other ways you would be interested in being involved?

   - Question #2: Should the college align the skill sets with those needed by your industry and the employees you are hiring from the college?

   - Question #3: COC students are prepared for work on a technical level and with having the skills needed to enter the workforce. Do student understand email protocol, and do they have skills that identify them as workforce ready?

   - Question #4: What are the top skills you as an employer are looking for?

   - Question #5: If there is one thing we could do, what would it be?

   c) The Reponses from employers to these questions will be documented in the advisory board meeting minutes and will serve as the college's evidence for this year's Perking 5 application. This was prototyped with MEA. Harriet was impressed with how responsive industry was and how appreciative they were by starting the meeting with these questions. Industry partners felt they were being recognized and this started some significant dialogue. There was a suggestion to add the following question or information:

   - Question: What are some suggestions you have for the college on how people can get involved? This may help to identify what the college needs, or possible areas student can volunteer in.

d) In the Paralegal Dept. a survey is conducted as part of the ABA. Those survey questions will be sent to Harriet to include. Harriet will type out this information and will send to Katherine so she can send it out. There was a recommendation to include the URL for Career Connect so employers can then sign up and provide more information on how they are supporting the college.

3) Employment Center (Harriet)

a) The Employment Center used to be known as the Career Center is still providing the same type of student and employer services. Employers are encouraged to create an employer profile on the Job Speaker Platform which is the platform that support Career Connect. Career Connect is the platform that goes across the region as many students are applying for jobs outside of SCV.

b) Internships/Job Speaker: Student are being encouraged to create a LinkedIn profile which is then imported into Job Speaker. Harriet will be working with Paula Hodge, Director of Employer Engagement to expand the Job Speaker Profile. Job Speaker allows students to capture skills based on what they've masters in their curriculum. Many employers are now focusing on skills and not degrees. This will allow the student to expand beyond the curriculum, internships, or part-time work. This will include Project Based Learning. Workshops will be conducted in the classroom via Online Live. Harriet will also be working with Brittany Applen on the e-portfolio as those can also be imported into Job Speaker. E-portfolios can be more effective than a resume as these can give students a competitive advantage for internships and for job placement.

c) A full-time Job Developer will be hired soon as the previous Job Developer retired in December.

d) CE Internships Program Requirements: Many programs require an internship for graduation. However, the idea is not to have students waiting until their last semester to get an internship. Many job postings ask for minimum of 2 years of work experience. An internship counts a half year of employment. If students start doing internships their first semester and continue until their last semester, they can effectively add 2 years of work experience on their resume. Work has been done with Intersect Labs with Graphic Media Design.

e) Chancellor's Advisory Taskforce: There was a discussion with Gary, Harriet, Paula, and John Milburn about creating a roadshow. The roadshow will consist of classroom presentation to get students to sign up for LinkedIn Learning. The idea is to also check in with students 6 weeks before the end of the semester to see how they are doing. This will also be an opportunity to share the successes of some students who have set up their Job Speaker profiles and that have obtained an internship or made themselves more employable. The presentation will not take too much class time. Many faculty members can champion their own group to create a LinkedIn profile. There is no video, but Film Students will begin via the intersect lab to create a video on how to create a LinkedIn or Job Speaker profile. This can then be shared via CANVAS shells. This will be completed by the end of the semester. AI will also be built into resumes and mock interviews. Faculty are encouraged to create a homework assignment for students to build a resume.

f) Americans Job Center of California (AJCC): This used to be housed on the campus and this has now been mandated with the county to be housed again. There have been problems in the past however, there is some discussion over how to accommodate AJCC. The AJCC will now be co-located with the Employment Center. This would not be in X- 6, but the AJCC can be a tremendous help with students and meeting employer needs, such as a security clearance. If there are cohort models for some of the curriculum the AJCC can be instrumental in helping recruit students to build those cohorts. WIOA funding can also be accessed. For example, Fire Academies will be requiring student to register for the Fire

Academy to qualify for financial aid after they obtain their Pell Grant. The Employment Center can partner with the AJCC to obtain additional funding as many students going through the Fire Academy Program will need fund to support PPE, breathing apparatus. Welding will require tools and clothing.

g) <u>Alumni Students</u>: Regina has been successful in creating alumni groups on LinkedIn which allows a lot of networking for employment. LinkedIn has improved their analytics and COC will be purchasing a service. If a student is identified on their profile that they were a COC student, this information can be tracked as part of the analytics for the employment trends. This new system will also be very helpful for reporting through IRD as state is not helping to capture the data. Currently LinkedIn and Job Speaker are available to any enrolled student. This data will help to rebuild Career Trees. Due to enrollment declines and which may continue to happen there will be a need to do printed materials such as tri-fold brochure that includes Career Maps and Career Trees. The Paralegal Program has seen an increase in enrollment by 30%. Paralegal also has developed the virtual internship. It is also important to get some of this information on social media. Full Capacity Marketing Campaign created over 1 million hits.

4) CTE Tool Kit Ad-Hoc update (Please See Attachment) (Regina & Gary)

a) <u>Background:</u> Both Regina and SB worked on putting this report together. Much of the information included was previously provided by ASCCC. The remaining information was included because of discussion within the Ad Hoc Committee. The toolkit came through Academic Senate in fall 21. This has also been discussed at the ASCCC CTE Non-Credit Conference.

b) <u>Option #3-Work Experience:</u> There already exist options #1 and #2 with #3 being the work experience. This toolkit does not apply to many of the CE programs such as Business. It is recommended to find out how many different programs apply for option #3. ASCCC has suggested the certain departments to hire students. However, these students cannot be hired if a program does not have a required degree to complete a program. The Strong Workforce Program Taskforce has addressed many of these issues on their recommendations #13 -#16. This then went back to ASCCC and there were several delegates who put forward resolutions asking ASCCC to work though many of these issues and find some solutions. This resulted in CTE Toolkit which is a collection of documents, resources, and strategies to help certain departments find and hire qualified instructions in areas where a degree is not required. There are other colleges currently using the tool kit and which have successfully hired faculty. These colleges include Oxnard and Chaffey College.

c) <u>Opt-Out Option:</u> There are already equivalencies in the books for CTE areas. Option #3 is an option, and no department or program must use any of the existing equivalencies, whether it's a master's degree or CTE program. Which equivalencies and acceptance of those have always been and will continue to be a department-by-department option? Some departments can opt-in and out as they need depending on department changes. The committee is asking for the Senate to approve a third option on the equivalency. This option as written by the MQE Committee and is being based on the information found in the CTE Toolkit.

d) <u>New Process/Ad Hoc Group:</u> Once option #3 is approve and one a department has agreed to use this option; a candidate will need to submit additional documents when they submit their application. The applicant would be required to submit documentation and HR will then reach out to the department and create a small ad hoc group. The group will include the Department chair, additional faculty from the Department, Dean either from that school or the CTE Dean or CTE liaison, a representative from the MQE committee who is from outside of CTE and someone from HR to review documents and artifacts an applicant submits. The hope is creating a crosswalk to help streamline this process. The purpose and structure of the committee is to provide consistency and evaluation. A list of suggested Toolkit Portfolio

Contents was shared as a sample of artifacts or evidence an applicant may submit. An applicant does not need to submit ever single item. Evidence will vary depending on their career fields and background. The hope to send this to the Academic Senate at the end of March and to have it approved. The approval of option #3 will help the Construction Technology program as this program will be able to hire qualified faculty. The suggestion is to lead this proposal in Senate as an option and that no program is required to use it. The Senate had some concerns with considering hiring instructors who will teach at a college who have never been in college. The idea is to present an example through SB's EMT program of how an applicant may meet the requirements. Once a Senate date is confirmed the idea is to have both faculty, CTE faculty and administrators support this process. This option is not a way to dilute academia but instead using different tools to show that someone is certified.

e) Possible Student Concerns: Has there been any push back from students who transferred to a 4-year school from a 2-year school who took a class with an instructor who didn't have a bachelor's degree? Both Chaffey and Oxnard college used option #3 in their Automotive program but there weren't students that transferred. Many times, students are not aware of their instructors' academic credentials. On occasion there is a need to articulate certain courses to certain 4-year transfer schools. For example, there are some students in MEA who go right into industry and others transfer to a 4-year program. There is concern that a student would take an Animation course and CSUN may learn this course was taught by someone who doesn't meet qualifications; therefore, this course will not be accepted as an articulated course. This may affect program which live in both transfer and CTE. When CSUN evaluates courses, they are doing so based on curriculum and not based on instructor MQ's. It is important that courses are navigable. There are equivalencies for master's degree which departments can opt to accept and there have been no issues with this. A course which requires someone to have a master's degree, who was hired under that equivalency had no issue with that course transferring. Most of these programs are certificate based. If students must take GE courses locally this equivalency doesn't apply to all those courses. As each program is going through a vetting process it is important that there is no harm to the student.

f) Non-Credit Courses: Currently instructors can teach in Non-Credit who don't have a degree so long as they obtain a state recognized Adult Education Teaching Credential. When a discipline of Short -Term Vocation is placed on a course someone can teach in that discipline with that teaching credential. This is basically a certain number of years of industry experience and 10 units through a community extension or a program such as through the Berkley Extension. Instructors do have to take 10 years to learn how to teach, obtain the teaching credential and then they can teach under the discipline of Non-Credit. This is a statewide requirement. There is some coursework on how to be a teacher available through CETL. There are other links to what a teaching credential looks like that Garret Rieck can share. This credential was originally created for the adult's schools at the K12 but not one that is in a community college. Adult Education is the community college but not by definition by Ed Code. There are specific categories such as ESL and short-term vocational training. FIT program could be modified to help train new faculty and bring in as a non-credit program with an internship attached. The ACUE training program could also be used as part of a faculty members Tenure process.

g) This item will return on the next agenda.

Announcements: Open Forum for Discussion

Future Agenda Items:

- Pebble Pad Presentation (Brittany and Alexa)

Adjournment: 2:05 pm