

Doing What Matters for the Region – September 6, 2013

Session Notes

As part of a statewide effort to bolster the economic recovery the California Community College Chancellors office has undertaken a project named “Doing What Matters for Jobs and the Economy”. The goals of this initiative are to supply in-demand skills for employers, create relevant career pathways and stackable credentials, promote student success and get Californians into open jobs, and to do so on a wider more regional basis.

As a kick-off to this initiative a forum was organized for the region and CEOs, CIOs, CTE and Economic Development Deans were invited along with the newly selected Industry Sector liaison positions (Deputy Sector Navigators - DSNs). The DSNs job is to support and improve regional workforce training for entry level and incumbent workers and to help connect industry with education at both college and the K12 level.

Observations from Chief Executive Officers (CEOs)

- 1) As we move toward a more regional focus it is important that all CEOs in the region be engaged in the workforce arena. To facilitate this it is proposed that the CEOs attend a regional meeting once per quarter. These meetings will coincide with one of the monthly regional CTE meetings so that in addition to meeting as a group they can meet with the CTE and workforce representatives.
- 2) CEOs need to develop clear guidelines on how they and their colleges will collaborate and work together on regional workforce issues.
- 3) We need to collaborate wherever possible and work to get initiatives off the ground as a unit.
- 4) Since the DSNs have a regional focus and will have activities at most of the colleges we need to streamline the processes for working between colleges, especially in the fiscal area.
- 5) We should designate a regional workforce pilot project to collaborate on in order to get some real world experience.

- 6) TED Talks (Technology, Entertainment, Design) is a collection of over 1,500 “ideas worth sharing”, we should take full advantage of these expert talks where they connect with ideas we wish to promote.
- 7) A possible pilot regional activity might be to secure funds, support and develop a model for serving veterans. This could be comprehensive services and fast track training available through a One-Stop Center for our returning military. The center will help to better integrate returning veterans into the educational community and the workforce.
- 8) We need to focus on timely, accurate labor market data when making strategic decisions.

Chief Instructional Officers (CIOs)

Best Solutions

- 1) CIO’s need to take a more active role in workforce issues and alignment with instruction. Some programs that begin as workforce initiatives can be moved from training to non-credit or credit programs and the process should be part of the CIOs instructional plan.
- 2) Program innovation must have a funding mechanism or it will not occur, perhaps innovation could be allocated as a fixed percentage of budgets.
- 3) Workforce issues and training need to be balanced to maintain traditional CTE credit courses.

Challenges

- 1) Many collaborations need the direct participation of faculty but due to the formal college structure and the lack of direct faculty to faculty meetings it is often difficult to create the connections needed to collaborate with other campuses.
- 2) The cycle of growth/expansion and contraction with the budgets is distracting and makes it difficult to stay on plan. it would be good to reorganize the process.
- 3) Colleges need to work on being partners versus being competitors. It is often viewed as a competition for which college becomes the host of a program. A better approach might be to look for ways that each of the colleges can contribute to the overall success of the students.
- 4) In order to develop effective workforce initiatives that build upon the training and education our veterans received in the military, we will need the commitment of our CEO’s to support State-wide acceptance of assessment of prior learning.

Deans – Career Technical Education (CTE) Group

Best Solutions

- 1) CTE and workforce programs thrive with vibrant advisory committees and industry participation
- 2) Department Chair involvement is critical for effective workforce programs.
- 3) Advisory groups are critical and to not overburden industry members consider creating common advisory groups for K-12, Workforce Investment Board (WIB) and Community Colleges. To be respectful of members' time, meetings should be scheduled in realistic timeframes (and it is always good to provide food).
- 4) We should have a new focus on Multidisciplinary Program Development.
- 5) Good program decisions are data driven making use of the current tools at hand, such as Burning Glass, EMSI and LMI. In addition augment these tools with:
 - a. Faculty and program specific environmental scanning
 - b. Advisory committee and employer feedback
 - c. Student input
 - d. Definitions of common and equivalent jobs titles
 - e. Quantified anecdotal data and the use qualitative data to tell overarching stories
 - f. Making sure our programs tie in to the Educational Master Plan

Challenges:

- 1) When developing programs, one big obstacle is job titles. They lack precision and common terms which makes it difficult in documenting employment outcomes.
- 2) Making sure that all classes and programs include development of critical thinking skills to keep our graduates evolving as they move into ever changing careers.
- 3) CTE programs do not always have full support from all segments in the college, this can make moving a program or initiative up the organizational tree difficult.
- 4) Tracking student outcomes is still a major concern as students that take an entrepreneurial or self-employed path are not counted as placements. Also students that leave programs early to take jobs in their field of study are not considered "completers" (or even counted as a success). Finally students that take a class or two to improve their skills or get a promotion are also not considered a "success" in our current system of metrics.
- 5) There are also issues attempting to track alumnae and graduates via their student email rather than personal email or social networking (Facebook, LinkedIn, et al).
- 6) It is often difficult to help faculty evolve as their respective programs evolve.



- 7) The cost of running CTE programs is always an issue.
- 8) By their very nature they are much more expensive to run than traditional “chalk and talk” courses. Colleges must realize that CTE courses are part of their mission and part of the college’s “social responsibility” to their community.
- 9) There must be more work to create supportive alliances across CTE disciplines in order to overcome some of the inherent deficiencies, such as:
 - a. The lack of full-time faculty in many CTE programs
 - b. Helping CTE faculty utilize good pedagogical practices
 - c. Lack of credentialing in CTE disciplines
 - d. Succession planning for programs with few (or even just one) faculty
- 10) Our system is not nimble. Our process for creating a new program can easily take 18 months as we:
 - a. Create a labor need/advisory committee
 - b. Create the concept
 - c. Create a Faculty workgroup
 - d. Develop the curriculum
 - e. Form a curriculum Advisory Committee
 - f. Introduce the program to the Regional Consortium
 - g. Submit the program to the Chancellors’ Office approval process
 - h. Add the program to Program Review
 - i. Submit to the local Program Evaluation Committee
- 11) It is difficult to accomplish all these tasks given the current workload!

Deputy Sector Navigators (DSNs)

Best Solutions:

- 1) Make available and encourage implementation of contextualized (entrepreneurship) modules;
- 2) Understand that we do not have to invent or reinvent every solution: We should strive to adopt and adapt shamelessly.
- 3) We can, for the most part, work at the speed of business. One focus should be to develop and rollout not-for-credit programs then transition to for-credit as needed (if needed).
- 4) We should look to augment our limited resources by partnering with other organizations that have similar missions and objectives.



Challenges:

- 1) DSNs have a goal to of implementing curriculum but have very little influence over the curriculum development process.
- 2) DSNs and the whole “Doing What Matters” initiative is new and unpublicized, we need to get industry to know we exist (and to promote the programs).
- 3) We need to strengthen coordination between all the DSNs and their respective industry sectors in the region.
- 4) Our region has a large geographic area making it more difficult to initiate relationships and maintain presence on all the campuses.
- 5) Academic programs, CTE programs and not-for-credit programs have different processes, procedures, relationships and focuses.
- 6) As Deputy Sector Navigators, we have very little direct access to CTE deans and faculty.