SAN DIEGO MESA COLLEGE

Strong Workforce

President's Cabinet – Spring 2020

More and better career technical education to increase social mobility and fuel regional economies with skilled workers.

Strong Workforce Student Outcomes

Progress   Attainment of 9+ CTE units

Credential Attainment   Attainment of CTE an BA, AS, AA,
                              ADT degrees and certificates

Transfer   Transferred to a 4-year institution

Employment   Employed in a job related to their
                              field of study

Earnings   Median annual earnings
                              Earning gain
                              Living wage attainment

Strong Workforce Committee

Implementation and integration of the Strong Workforce program at San Diego Mesa College.

Co-Chairs:

Associate Dean, CTE: Monica Romero

CTE Faculty member (SW Faculty Lead): Tasha Frankie

CTE Faculty:

School of Business and Digital Technology (2): Amanda Horner & Rachel Russell

School of Health Sciences and Public Service (2): Jeaneal Davis & Mandy Johnston (Spring)/Vacant (Fall)

School of Exercise, Health, Dance and Athletics: Vacant

School of Social/Behavior Sciences and Multicultural Studies: Robert Wong

Strong Workforce Faculty Lead: Tasha Frankie

Program/Department Representation:

Work Experience Coordinator: Shawn Fawcett

Work Based Learning Coordinator: Katlin Choi

Counselor: Raquel Sojourner

English Faculty: Mariam Kuskashi

Math Faculty: Toni Parsons

Career Center: Claudia Estrada-Howell

Institutional Research: Hai Hoang

Outreach Department: Karla Trutna

Professional Learning: Janue Johnson

School of Student Success and Equity: Johanna Aleman

HSI: Leticia Lopez

MT2C: Mark Manasse

Governance Representation:

Classified Senate: Sahar (Mona) King

CTE Student: Vacant

Ex-Officio:

Dean, Business and Digital Technology: Danene Brown

Dean, Health Sciences and Public Service: Tina Recalde

Dean, Student Development: Ailene Crakes

Budget

Source	Time Period	Amount
State – SW, Round 1	July 2016 – Dec. 2018	$ 901,009
State – SW, Round 2	July 2017 – Dec. 2019	$ 1,234,196
State – SW, Round 3	July 2018 – Dec. 2020	$ 1,263,911
State – SW, Round 4	July 2019 – Dec. 2021	$1,310,409
Regional Projects	Varies	$ 1,125,000

Round 2 Expenditures

Academic Salaries, 22%
Construction, 21%
Benefits, 17%
Classified – Contract, 16%
Equipment, 8%
Classified – NANCE, 5%
Conference and Travel, 4%
Supplies, 2%
Services/Software, 2%
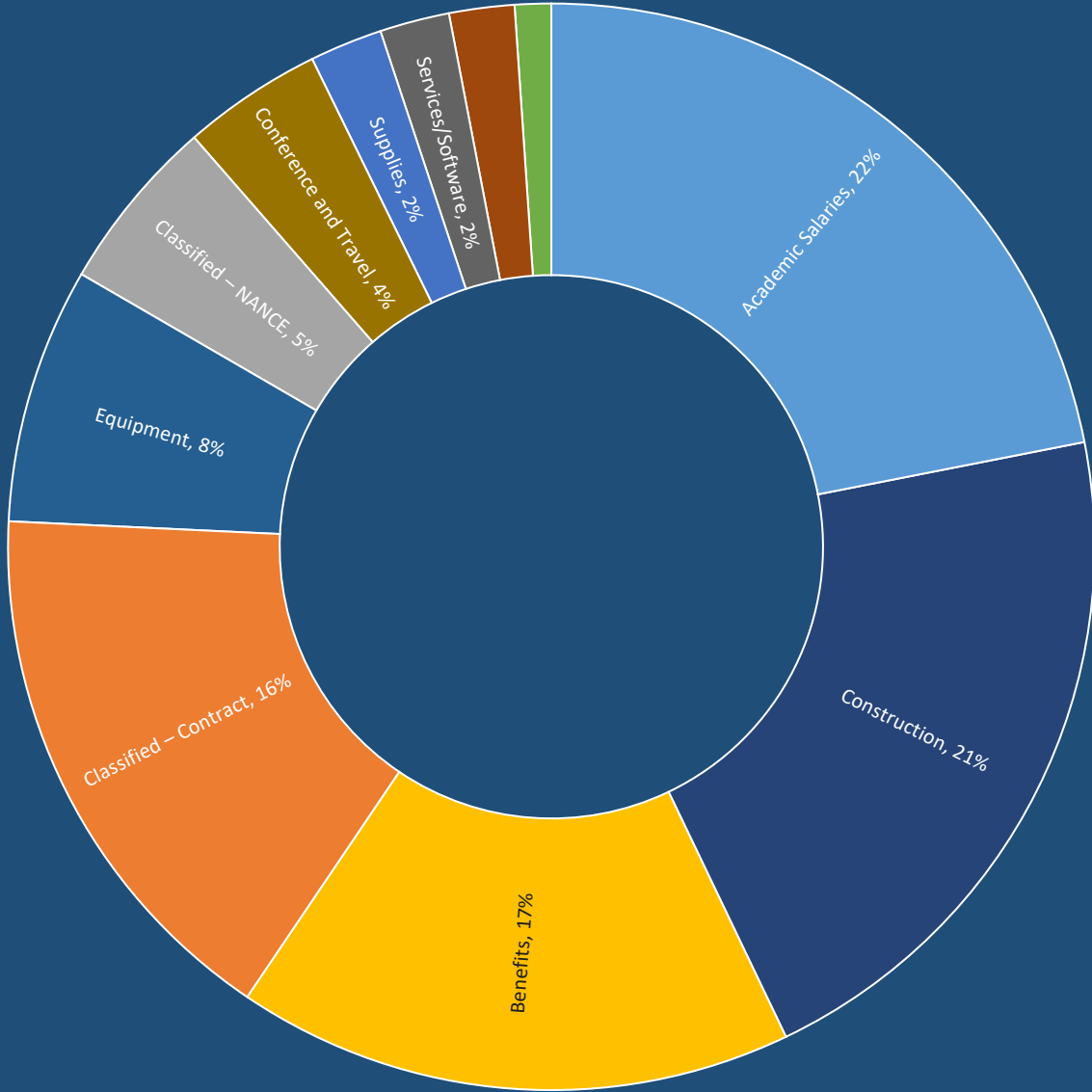
Programs & Service Areas Supported

CTE Office

Career Center

Curriculum

Marketing/Outreach

Research

Tutoring

Work-Based Learning

Over $600,000 to CTE Programs...

Accounting

Allied Health

Animal Health Technology

Architecture/Interior Design/Building Construction

Business

Child Development

Choreography / Commercial Dance

Computer Information Science

Culinary Arts/Culinary Management

Fashion

Fermentation

Fitness Specialist

Geographic Information Systems

Hospitality

Journalism

Marketing

Multimedia

Neurodiagnostic Technology

Physical Therapist Assistant

Radiologic Technology

Web Development

SW Allocation Model: 3 Year Integration

After Perkins and BARC allocations are processed

- 2018-2019: $30,000
  - Subgroup makes allocation recommendations based on information available. Was able to fund all items on list.

- 2019-2020: $50,000 - $75,000
  - Subgroup brings recommendations based on criteria to Strong Workforce Committee for approval.

- 2020-2021: $75,000 - $100,000
  - Strong Workforce Committee utilizes BARC rankings that integrate SW criteria* and makes allocations recommendations.

- Funds are allocated in two ways:
  - Based on rubric criteria
 - Holistic approach for programs that have received little or no funding in the last three years.

Criteria for Ranking

- SW Allowable Costs
- BARC Scores
- Strong Workforce Metric(s)
- Connected to equity
- Return on investment / Impact
- Sustainability
- Prior allocations

*This may need refinement in the 2021-2022 cycle.

New CTE Program Development

- Four levels of processes with information in many places: State, District, Campus, and Regional

- Create one website with an integrated view of all the processes and links to the information.

- Many aspects beyond curriculum and labor market to consider when developing a new CTE program:
    - Facilities, Equipment, Supplies
    - Faculty expertise and staffing needs
    - Special licensing and accreditation
    - DCP/Internships
    - Ongoing costs

- Develop a simple exploratory form to collect all the information for faculty and administration to review.

- Collaboration with CRC Chair and Curriculum Support for developing new CTE programs.
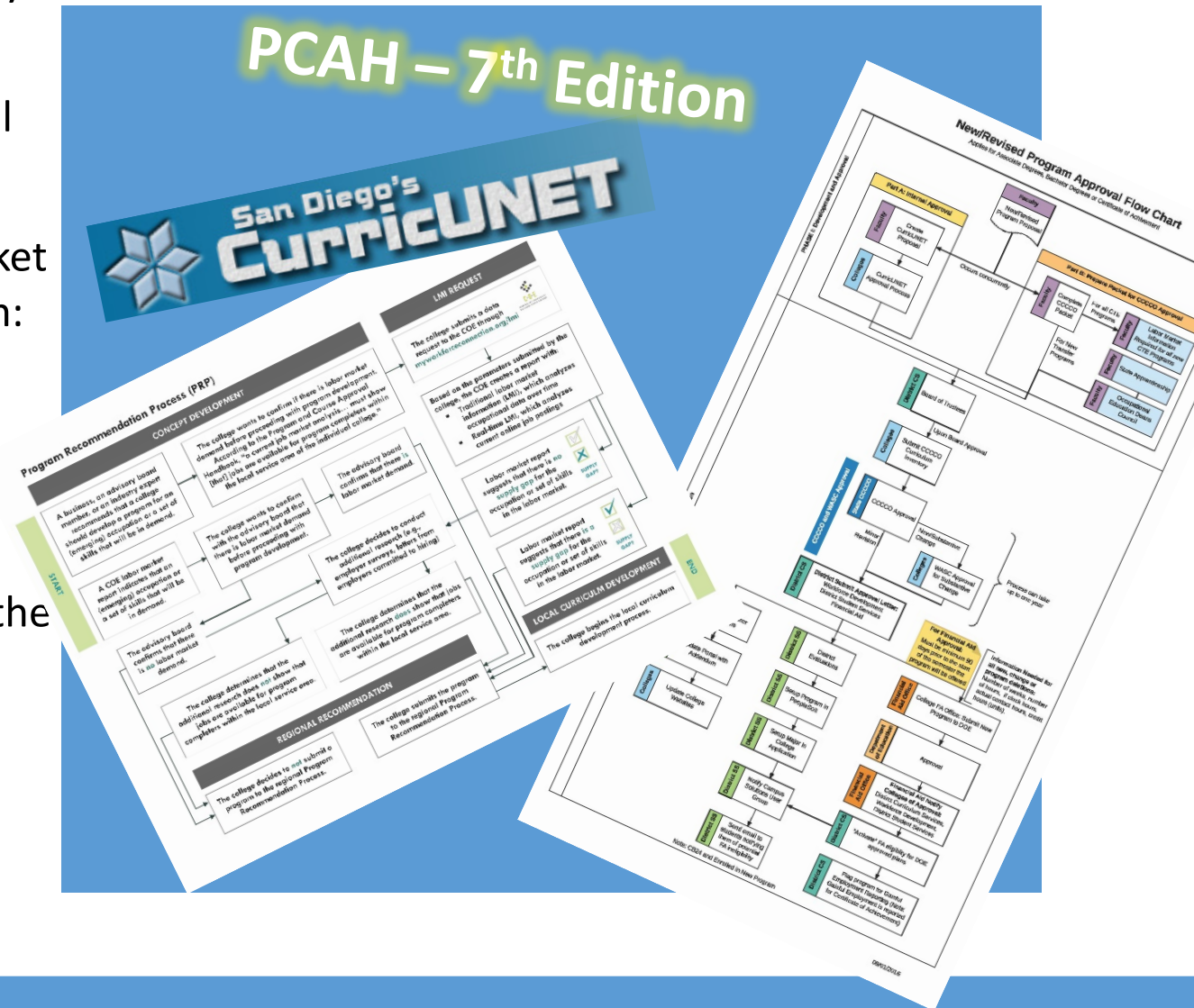
Strong Workforce & Equity

Equity in CTE

Inquiry questions to assess and determine courses of action.

- Who do we outreach too?

- Who is applying to our programs?

- Who is on waitlists?

- Who has access to career opportunities?

- Who is obtaining employment?

It's an equity issue!

Financial Aid and Veteran's GI Bill

How do we mitigate the negative effects of high unit CTE programs and CTE students with multiple or prior degrees and certificates on Financial Awards and Appeals?

Advisory Committees
"Moving from Required to Desired"

Why Advisory Committees?

- Program/Curriculum improvements that are industry informed

- Educate industry about the program

- Network for WBL/Employment Opportunities for Students

- Continuous connection with industry

- Required

- Not just a handbook for requirements

- Practices based on equity

- Diversity of employers

- Recommended membership

- Logistic & meeting support

- Toolkit of templates and tools

- Communication throughout the year

- Title 5 and Perkins requirements

Regional Strong Workforce

CAMPUS ENGAGEMENT

- Onboarding & Career Exploration Integration with Mesa Pathways
  - Onboarding
  - Comprehensive Intake
  - Orientation
  - Career Planning before Ed Planning
  - Professional Learning

Regional Collaboration

- Communities of Practice
  - Work-Based Learning
  - Employer Engagement

- Marketing

- Tutoring

- Retention, Success & Support

Regional Faculty Institute
It's all about the students!

Project objectives:

- Learn more about the students who take your courses, specifically about their retention, persistence, and success outcomes

- Apply the knowledge gained from the investigative research to better connect with your students

- Develop an action plan to implement your ideas in the classroom

Three-year Project:

- 22 Mesa CTE Faculty

- 11 Disciplines

- Unknown Number of Projects

- Dedicated Researcher

- 2 Regional Events

- 4 Campus Meetings

- Canvas Data Coaching

- Faculty Data Coaches

Work-Based Learning Highlights

- WBL Champions Program
- Majors @ Mesa
- Internship Fair
- Service Learning
- CIWEA Student Scholarships
- Portfolium now part of Canvas!
- Employer Engagement Assessment
- #HireAnOlympian

First Year Impact

406
Campus Partners

546
Employer Connections

225
Events

2,252
Students Served

CTE Office
Strong Workforce @ Work

Activities
- New CTE Programs & Curriculum
- Staffing for CTE Programs & Services
- Instructional Supplies & Equipment
- Facilities
- Technology Solutions
- Outreach Materials & Events
- Instructional & Student Support Programs
- District Advocacy & Events
- Regional & State Representation
- Purchases and Budget Management

Partners & Support
- Work-Based Learning
- Institutional Research
- Community Outreach
- LOFT
- MT2C
- Communications Office
- Career Center
- Special Populations Programs
- STEM Core

SW Metrics: Enrollment & Progress

Strong Workforce Program Students

All students enrolled in the selected year who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any single noncredit course on a TOP code that is assigned to a vocational industry sector
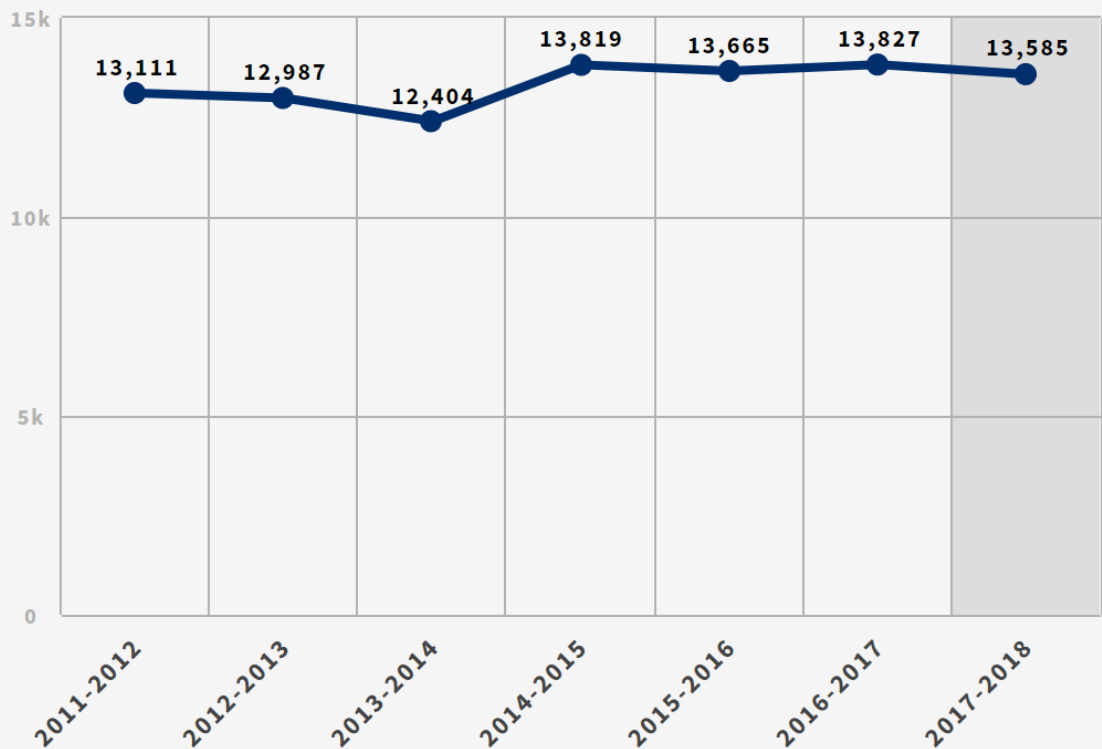
## SWP Students Who Earned 9 or More Career Education Units Within the District in a Single Year

Among all Strong Workforce Program students, the proportion who successfully completed nine or more career education semester units in the selected year within a single district
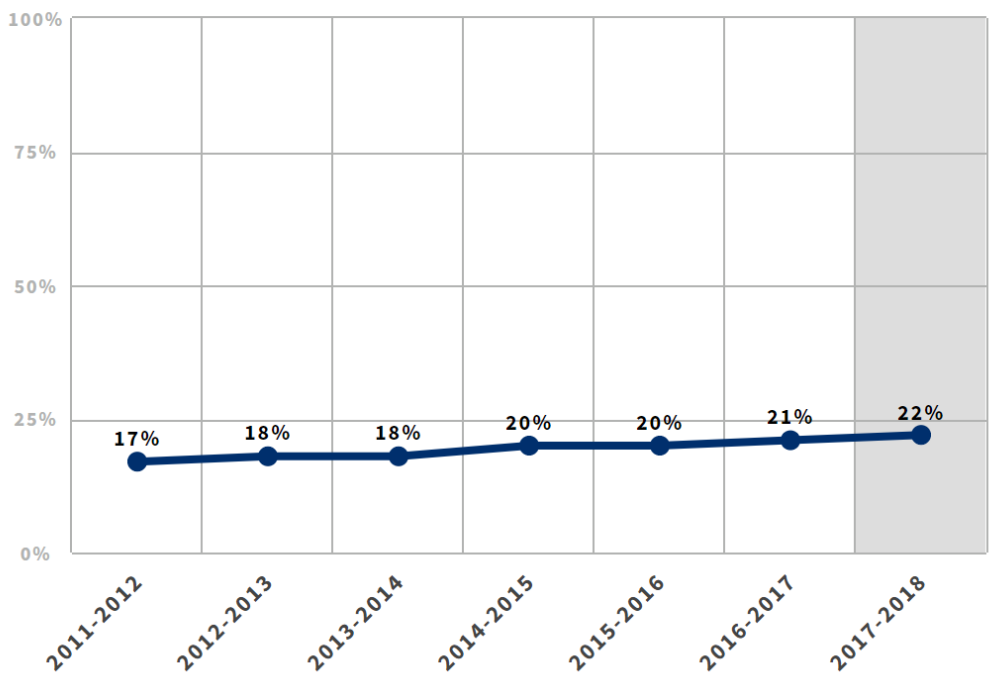
SW Metrics: Credentials & Transfer

SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status

Number of unduplicated Strong Workforce Program students who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program
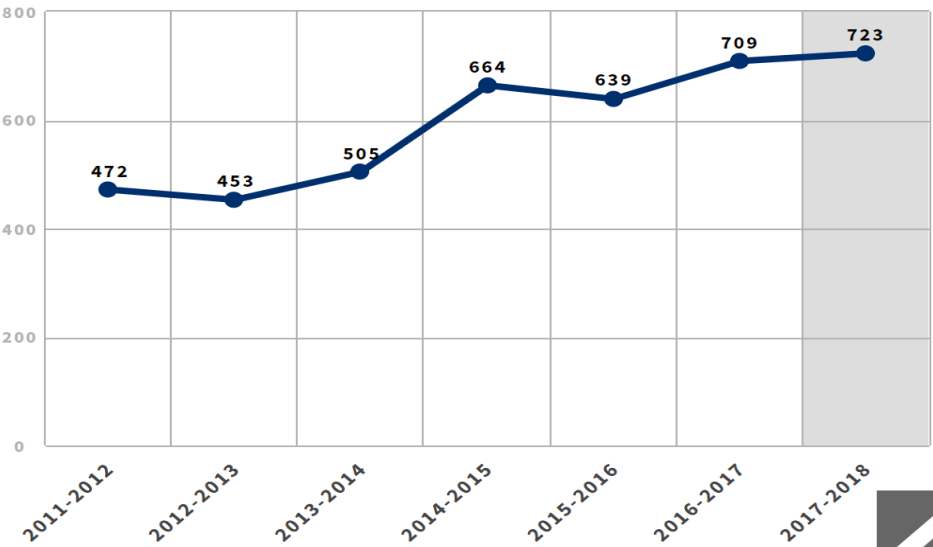
## SWP Students Who Transferred to a Four-Year Postsecondary Institution

Number of SWP students who earned 12 or more units at any time and at any college and who enrolled in a four-year institution in the academic year after they exited the California community college system
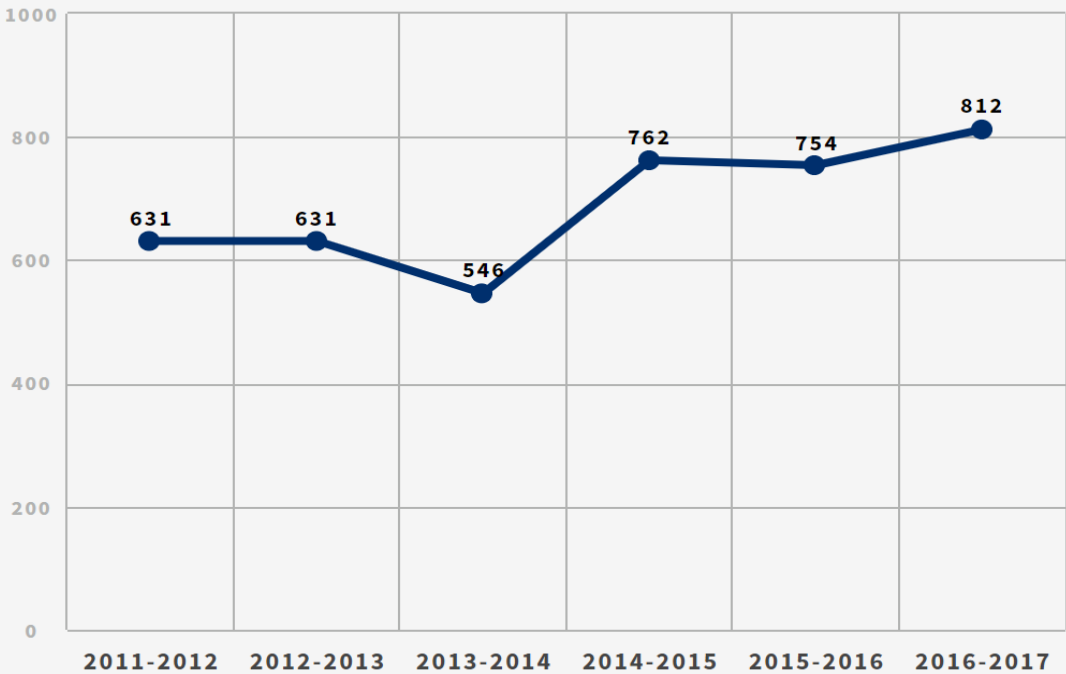
# SW Metrics: Employment & Earnings

SWP Students with a Job Closely Related to Their Field of Study

Among students who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study
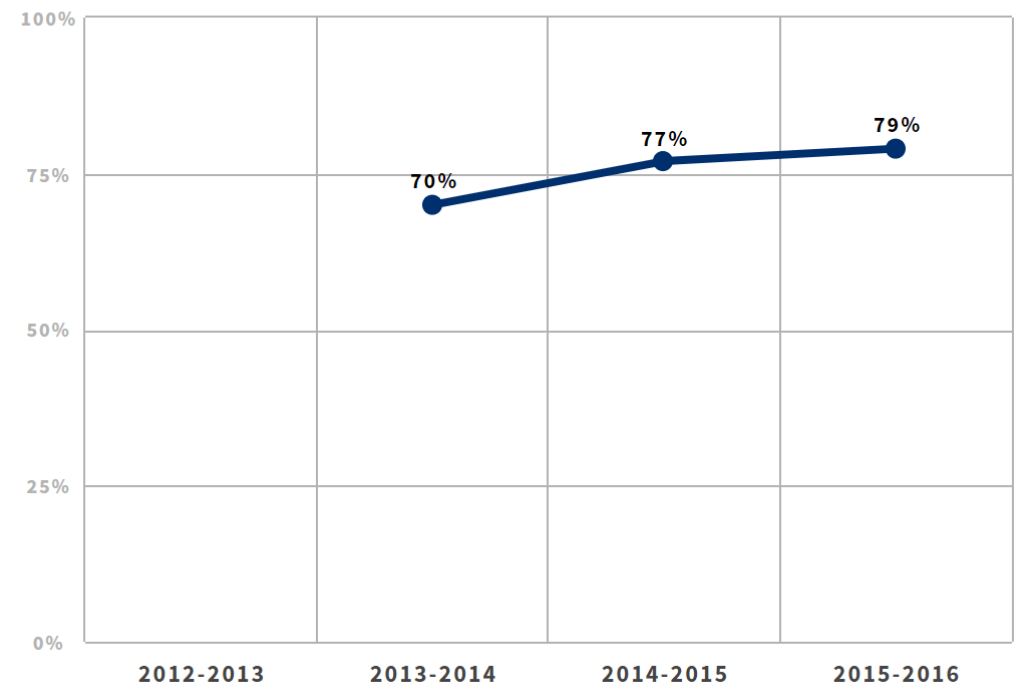
## Median Annual Earnings for SWP Exiting Students

Among students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit
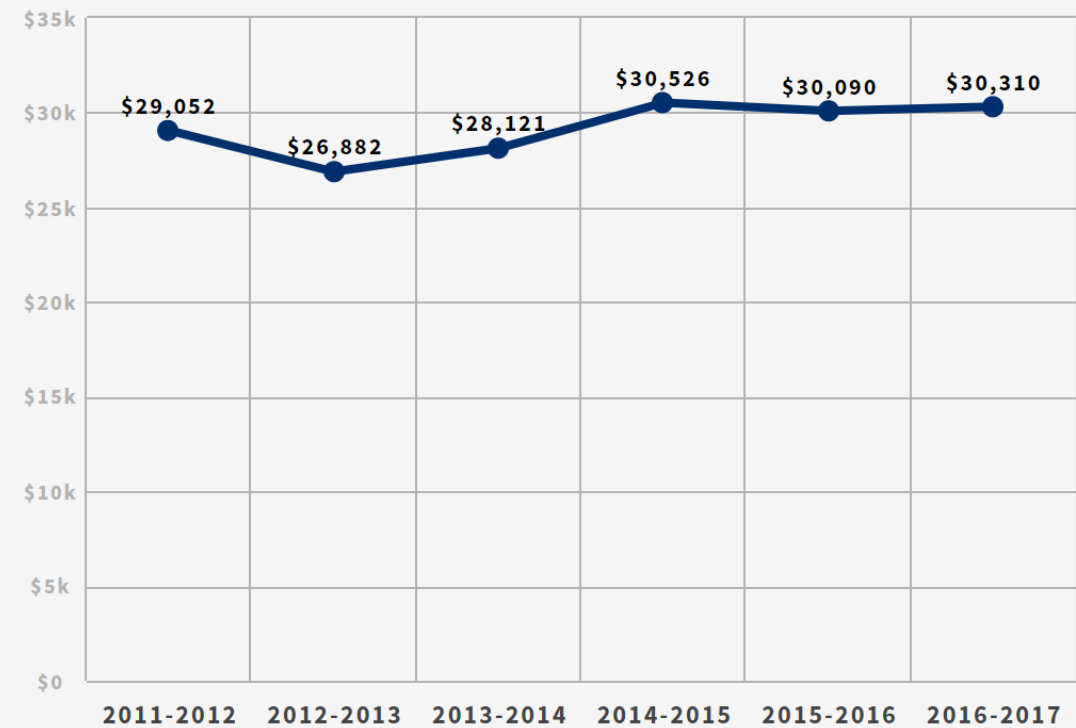
SW Metrics: Earnings (continued)

Median Change in Earnings for SWP Exiting Students

Among Strong Workforce Program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended
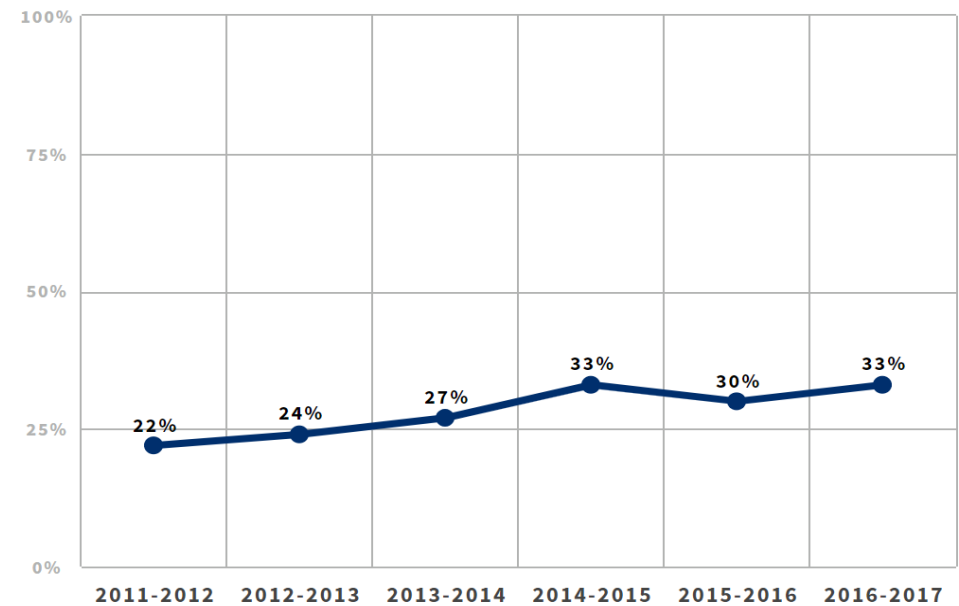
SWP Exiting Students Who Attained the Living Wage

Among students who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit
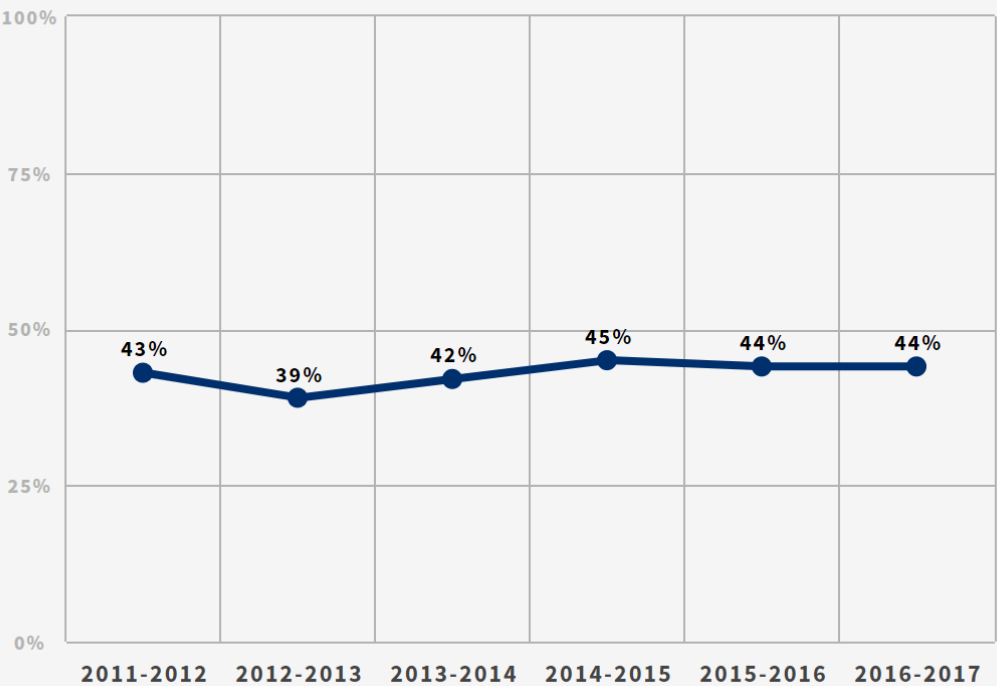
In their own words

"My experience at One America News helped me to determine what type of journalism I want to dedicate my career to and that is a broadcast journalism. Before this job I had a vague idea of journalism field and wasn't sure what kind of job to look for after I will graduate."
Daryna Vovk. WORK-EXP at One America News.

"It's taking theory and making it practice, and my experiences in the professional environment has helped me communicate my ideas in classes in a more professional manner."
Chloe Whitmus. Intern at Advantage Design Partners

"Overall, what I've learned the most is how to be compassionate, how to accept feedback in a positive way, how to work on my own and as a team-player, how to analyze in a visual way because animals can't speak. And for all of this I will forever be grateful because everything I'm learning here will help me at any other job as well as in life."
Gabriela Longobardi. Intern at VCA Main Street Animal Hospital

"My experience has instead allowed me to become aware of these controversies that exist in the research industry. With these newly developed skills and knowledge, I will be able to conduct research more effectively."
Annemarie McGovern. Intern at San Diego Biomedical Research Institute

Strong Workforce

*Questions
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Thank You!*