SWP Data & Research Committee Meeting

Wednesday, June 2, 2021 (1:00 - 2:30 p.m.)

https://cccconfer.zoom.us/j/92090282332

Agenda

Start Time	Agenda Item	Lead(s)	Outcome(s) or Discussion

1:00 p.m.	Introductions and Check-in	Tina	Welcome, introductions, and discuss how are we meeting our goals as a committee:
			   A. Act as an advisor for practitioner work groups (e.g., SG21, marketing)
			   B. Support local campus projects including building capacity with stakeholders

1:10 p.m.	Miramar College Data Tools	Xi Zhang	Present Miramar College's data dashboards

1:30 p.m.	Equity Gap Analysis Research Questions	Tina	Share preliminary research questions for study with the San Diego Workforce Partnership:
			
			Contractor shall complete a research project for the COE that analyzes 1) occupations that require no more than two years of upskilling or training for individuals (who struggle to make ends meet) to be qualified for and 2) gaps in age, gender, and race/ethnic representation in these occupations and in the education programs that train for them.
			
			Contractor shall complete two separate analyses—one for San Diego County and another for Imperial County—in the final report.
			
			Contractor shall have a kickoff meeting with the COE and the San Diego and Imperial Counties Community Colleges stakeholders to determine the research questions that will be answered with this study.
			
			Contractor shall also be responsible for the following scope of work:
			
			1. Determine occupations in San Diego County and Imperial County with the most openings that pay self-sufficiency wages at the entry-level (25th percentile) and require minimal experience and less than a bachelor's degree.
			
			2. For each occupation, determine the age, gender, and racial/ethnic diversity of the workforce and the students who enrolled, retained, and completed programs designed to prepare for that occupation. The COE will provide Contractor with enrollment, retention, and completion data for Career Education or Career Technical Education (CTE) programs from the California Community Colleges Chancellor's Office LaunchBoard to complete this task.
			
			3. Determine the accessibility of these jobs via community college preparation:
			   a. Number and location of programs (which can be found on the Chancellor's Office Curriculum Inventory—COCI)
			   b. Aptitude/ability requirements
			   c. Acceptance rate of programs (if data is available)
			   d. Bottlenecks like clinical placements

			e. Cost and length of program (including prerequisites and unpaid hours) f. Explore any data from community colleges on student outcomes 4. Create a shared database that will allow Contractor and COE to contribute and maintain information on these occupations (and any that may emerge in the future as the labor market changes) 5. Deliver a COE-approved designed, formal report 6. Deliver three presentations at the Workforce Development Council (WDC), Regional Oversight Committee (ROC) and San Diego and Imperial Counties Community Colleges Association (SDICCCA) meetings, summarizing the findings of this research and providing recommendations, including avenues for partnership between Contractor and the COE/SDICCCA.
1:50 p.m.	Perkins V Regional Comprehensive Needs Assessment	Tina	Share last year's report and this year's list of research questions: • What specific actions can the region's community colleges take to support special populations in the community college system? Are there specific examples or promising practices that worked in the past? • Transportation to their local community college(s) was a prominent challenge identified in last year's report. What can the community colleges or their partners do to address transportation issues? • The previous report recommended that not only support service providers (e.g., community college counselors) but also faculty members be aware of the special populations' needs. What are some specific ways that the community colleges can better train faculty, staff, and administrators on special populations' needs? • How can the community colleges market their services and programs to special populations? Are there specific marketing strategies for different populations? • Are there any stories or case studies from the interviews that the community colleges could use for marketing to increase the enrollment numbers of special populations? • What types of Career Education or Career Technical Education (CTE) training programs would benefit certain special populations? • What occupations, employers, or industries have successfully employed individuals from special populations? Are there opportunities for future partnerships with the community colleges? How can those types of partnerships be scaled? • What existing community college programs (e.g., mentoring, tutoring, internships) have been helpful for special populations?
2:15 p.m.	Schedule next meeting		Should we meet on August 4, 2021 to prepare for the fall?
2:20 p.m.	Roundtable Updates	All	Updates from committee members Add agenda items to next meeting

2:30 p.m.   Adjourn

Next meeting will be TBD.

MEETING MINUTES – Wednesday, May 5, 2021, 1:00 – 2:00 pm

T. Ngo Bartel called the meeting to order at 1:02 pm.

Attendees: Molly Ash, Rafael Ayala, Sam Ballard, Tina Ngo Bartel, Alexander Berry, Danene Brown, Jose Carillo, Brittney Carroll, Robert Chu, John Edwards, Priscilla Fernandez, Madison Harding, Hai Hoang, Michael Large, Anda McComb, Rachel Miller, Amertah Perman, Jesus Rivas, Monica Romero, Edgar Romo, Victoria Rodriguez, Veronica Rosales, Christopher Yerkes, Xi Zhang

Introductions and Check-in, 1:02 pm

A. Berry informed the committee that feedback is welcome if committee goals are not being met. Goals of the committee are to act as an advisor to practitioner workgroups and provide support and frame conversation dialogue for feedback.

Regional Enrollment Data Project, 1:08 pm

D. Brown reminder wanted to come back a few meetings ago to get input on how we can get enrollment data. Very complex undertaking to look at application and enrollment in a marketing standpoint for recruitment and outreach efforts.

H. Hoang resource office has been really busy, will use DataMart instead of requesting from Chancellor's Office. It is not truly customizable and requires time to put together the data. For now, it is the best option, but will think of signing off on something when Chancellor's Office has a more robust staff.

R. Miller asked about recent issues with MIS data, headcounts were off.

H. Hoang mentioned that like latest data is Summer 2020, missing latest year due to COVID and MIS issue, only looking until fall of 2019 academic year.

D. Brown mentioned that an asterisk would be needed for Fall and Spring 2021, as the year has been an anomaly for all involved. Equity goals or equity guidelines that can impact our work moving forward would have to be developed at the regional level, especially approaching caveats to COVID-19.

T. Ngo Bartel informed everybody that a Perkins Needs Assessment was completed last year where UCSD Extension interviewed service providers for special populations and also participants that needed services. Will be completing another assessment starting in the summer and wrapping up in September. If you have questions about how enrollments are being affected, please let T. Ngo Bartel know so that it can be added to the interview guide; equity data might inform questions on interview guide.

Strong Workforce Faculty Institute Updates, 1:18 pm

T. Ngo Bartel stated that a kickoff date for the next cohort is planned for February 22, 2022 Updated regional site with information. Will include add on training for Culturally Relevant Instruction. Received feedback and will be addressing and implementing. Information about the cohort is on this website as well.

https://myworkforceconnection.org/educator-resources/faculty-institute/

Equity Conversation Follow-up, 1:21 pm

A. Berry stated that for equity related tools, you can send to C. Yerkes for him to include in the resources. Email is the best way and if it's a bigger file reach out to C. Yerkes directly and he can help you out. Feel free to think outside of the box. Even if it's not sharable, could be an ideal or place on campus and we can work with you on how we can document and make it sharable and useful. Ideally, any equity related tools can use to support resources and region to help them develop equity goals.

Equity Dashboard Presentation, 1:23 pm

H. Hoang gave insight on his experience with dashboards. It takes a lot of time to make a dashboard, however, it becomes a lot easier, and you receive less adhoc request and you usually know where to get that information. Course outcomes dashboard, awards dashboard, and student characteristics dashboards are most used.

Dashboards are useful for promoting data and research widely on the campus such as Equity Gap Analysis. H. Hoang gave a demonstration on an Equity Gap Analysis Dashboard that allowed you to dive into groups and subgroups of students. These dashboards allow you to see gaps withing subgroups and also could help create equity for scholarship processes.

T. Ngo Bartel stated that this is a good forum to share where people would like to request for help.

Roundtable Updates, 1:45 pm

J. Rivas asked H. Hoang if there were any conversations that were started about the investment in dashboard projects and how it was addressed since it took up bandwidth.

H. Hoang stated that the project started in MiraCosta where his current boss used to work. They were a pioneer in dashboards and was brought over to his team when his boss joined. Weekly workload check-ins helped with the bandwidth and the benefits of the dashboards showed results very quickly which encouraged more investment.

Adjourn, 1:48 pm