MINUTES

October 24, 2013
10:00 AM – 12 noon, Room 758


Meeting started: 10:04 a.m.

I. Career Pathways and Education Program (TAACCCT)
Dean Matt Kritscher and Director Nancy Soto made a presentation on the Trade Adjustment Assistance Community College Career Training (TAACCCT) grant program which is implemented by the Department of Labor in partnership with the Department of Education. TAACCCT provides multi-year grants to community colleges and other institutions of higher learning with the goal of “helping adults succeed in acquiring the skills, degrees, and credentials needed for high-wage, high-skill employment while also meeting the needs of employers for skilled workers.”

Dean Kritscher gave an overview of TAACCCT explaining the Department of Labor over the last few years, and especially after the recession, has a greater understanding of how intricately connected job training and education are to obtaining meaningful and high-wage employment. And the Department recognizes that community colleges are one of the main agents of change for career development and advancement.

Chabot College has a track record of executing government supported programs. Most recently, we had Project Renew which offered career transition services to primarily dislocated workers and suppliers when the NUMMI Plant in Fremont closed in April 2010. The program implemented workshops that included resume writing skills, job search tips and interview techniques. The college worked in partnership with the Alameda County Workforce Investment Board (ACWIB) to carry out the program.

Chabot also administered the FIPSE program in the Career Transfer Center where we had counseling and case management of displaced or unemployed workers to help them access support services on campus.

So this is round three for Chabot in putting into practice an institution-wide focus in helping adults
get training for high-demand, high-wage fields, especially for middle-skilled workers (those who have earned an A.A. Degree or Certificate). Dean Kritscher reiterated that now more than ever, one’s major will be a key factor in how much money one’s going to make in the future.

One of the agency partners with the TAAACCCT program is the Career Ladders Project which has a great deal of research-based expertise in helping community colleges map out their existing career programs and how they can enable people to easily change careers into high-skilled, high-waged fields.

In September 2012, TAAACCCT granted funding of $500 million to various consortia nationwide. Chabot is part of a regional consortium called Design it-Build it-Ship (DBS). It is comprised of 9 other community colleges (Berkeley City College, College of Alameda, Contra Costa College, Diablo Valley College, Laney College, Los Medanos College, Merritt College, Ohlone College, Solano College), CSU East Bay and University of California Berkeley, 5 workforce boards and other regional partners. Our consortium was awarded $14,990,417. The consortiums’ goal is to create a regional framework for workers so they can start a program at one college and complete it at another college to “career ladder” their way up and earning credentials along the way.

Director Soto further elaborated that each of the 9 colleges will identify which certificated programs they will focus on to tie-in with manufacturing, businesses and different areas within their region. At Chabot College our TAAACCCT program is called the Career Pathways & Education Program. The counselor for the program is Cecilia Matasol. The Career Pathways & Education Program includes certificated, A.A. and A.S. and transfer programs. Director Soto distributed the program’s brochure which details the services, benefits, eligible participants and Chabot’s certificated programs.

For students to be qualified to get into the program technically they have to be enrolled in one of our certificate programs. They need to complete a TAAACCCT application and survey forms. Students need to participate at least once a week which means seeing the counselor or director, the union service representative or attend our workshops. Since we get federal funding we have outcome measurements. We have to show the Department of Labor that x-amount of students in these particular certificated programs have entered, stayed in, and exited either to transfer, filed for certification or A.A. Degrees or employment. If we can do this there is a possibility for additional funding to grow our certificated programs.

Though the services are primarily geared for students who are enrolled in certificated programs, all students can take advantage of the employment coordinator and the workshops.

Director Soto also noted that the colleges chose to use the funding in different ways. Chabot decided to put some money into program enhancement and additional faculty training on high impact pathways. Director Soto oversees the program and work with the regional consortium, workforce boards and the TAAACCCT Board.

Director Soto said most of our students don’t know they can get funding to go to school beyond the regular financial aid. The Workforce Investment Act maybe available to help them get their books if they qualify for BOG. TAAACCCT can help them go to school. So it’s just not bringing people in who are just starting, but for people who are already here. The goal of the program is to get the students in school, to keep them in school, to provide them additional support services.
through our counselor (academic and career counseling), through our employment coordinator (we are in the process of hiring), through our various workshops focused on “work readiness”, resume reviews and bringing in employer representatives to speak to students in our certificate programs about what their employers are looking for. This will be a great opportunity for training students in employer expectations before they get an interview. And then get to the point of hosting employer interviews on campus.

Last June Chabot representatives attended the initial TAACCCT meeting to find out just exactly what is High Impact Pathways (HIP). How is it different than what we are doing? Or we are already doing it, but just want to refine it and get more direction to it, so students can enter a certificated program, exit it to employment, enter back in without losing a step and exit again. Even bigger than that, with a regional effort, if a student at Chabot is taking a machine tool class, for example, and exits out with the basic certificated level, but decides he wants to advance in manufacturing, he can then go to one of the regional colleges involved in this process, and not miss a step.

Director Soto said Chabot is ahead of the game compared to the other regional colleges partly because we had Project Renew. We had already built those relationships with the various workforce investment boards, with all the support services we had with the program. We have a really good relationship with Admissions & Records, Financial Aid Department and the Bookstore.

DBS is working on identifying the skills gaps. We need to find out how we can tweak our curricula to match the needs of the employers. If we are doing a certificated program and our students are going out into the market place and not getting hired, we need to know “why”.

Director Soto explained, with the aid of the “Core Competencies” slide page in the Regional Pathways handout, how someone can easily move from an entry level job and advanced his way up to a high-paying job based on the qualifications and credentials he has earned. As an example of a public services pathway, someone enters the workforce as an entry-level security officer and then decides he’d rather be an Emergency Medical Technician. So he takes our EMT classes. Then while he is in our EMT program, he may choose instead to be a Substance Abuse Counselor based on what he experienced while in the field. The worker can then modify his courses towards areas he is interested in, get certificated, and could eventually end up as a social worker.

There will be a presentation on HIP to Faculty on October 30th, 12:00 Noon – 2:30 PM in the Event Center. Everyone is encouraged to attend. And a presentation that afternoon will also be made to PRBC, 3-5 PM, in Room 405.

II. SSSP Implementation: Data Elements

Last week, VP Gerald Shimada, Director Paulette Lino and Counselor Ernesto Victoria presented to IT and Las Positas a draft of recommendations for the implementation of the Student Services and Support Program. The draft was developed by the SSSP workgroup at Flex Day two weeks ago. There are a lot of bits and pieces that need to be coordinated between the two colleges. This workgroup, made up of 3 administrators, 3 faculty and 2 classified staff, will be charged with the development of SSSP implementation plan which will then be presented to the Student Advisory Group and then to General Counseling. Once Student Services is on the same page, the draft will be presented to PRBC.

One of the things that came out from the joint meeting with IT and LPC, is that we need to get our
data elements in order. We are going to be funded based on how many of our students went through orientation, how many went through assessment, how many completed an abbreviated SEP, how many went to counseling advising, how many did a comprehensive SEP, how many were followed-up with. We need to get this data elements established district-wide so that when we do all of our work to try to assist our students to maintain their registration, to get the core services completed, we can enter it on the data system.

Director Lino highlighted some of the recommended future changes:

- The W# will be automatically emailed to all applicants
- Customized responses to different categories of students: exempt, non-exempt and returning
- Request students’ personal email for use for the college’s initial communication and to inform students that Zone Mail will be used for future communications
- A registration hold placed on student’s record in order to mandate new students, and as many continuing students we can serve, to go through the core services (Chabot data shows on the average the last 3-4 years, we have 3500 new students every Fall including Early Decision Students and 3,000 continuing students).
- Las Positas is not quite on board yet with regards to the registration hold due to the increase in workload.

- New Priority Registration Criteria for New & Continuing students
  a) Veterans, Foster Youth and CalWORKs who have completed Orientation, Assessment and Initial SEP and in good standing
  b) Title 5 Groups (EOPS & DSPS) who have completed Orientation, Assessment & Initial SEP & in good standing
  c) New, Returning & Continuing Students who completed Orientation, Assessment & (appropriate) SEP by College Priority/Units Completed
     i. College Priority Groups (e.g. Athletes, ASPIRE, TRIO Excel) and in good standing
     ii. 60+ units completed
     iii. 45-60 units
     iv. 30-45 units
     v. 15-30 units
     vi. 0-15 units
  d) College Priority Groups who have not complete Orientation, Assessment and Initial SEP and in good standing
  e) Continuing Students who have not completed Orientation, Assessment & Counseling and in good standing
  f) New/Returning/Transferred in Students who have an AA/AS or higher or did not complete Orientation, Assessment and PSCN 25 – Initial Ed. Plan or Counseling and in good standing
  g) Students on Academic or Progress Probation for two consecutive terms
  h) Students who have over 100 attempted degree-applicable units in District

To ensure that our system will accurately capture data for SSSP reporting, Rachel Ugale and Stacey Followill from IT asked the group what is currently being collected in terms of matriculation data, what is being collected in SARS, clarification on the elements and how to properly categorize our support services in order to receive maximum State funding.
**ORIENTATION**
Rachel asked if a student attended a Puente orientation, is that something IT will report to the state as an orientation contact. Currently IT captures it as an orientation and counseling contact.

VP Shimada pointed out that we as a college need to determine if we will count orientation presented by special groups (EOPS, Puente, TRIO, DSPS, Athletics) towards the SSSP orientation contact or do we have all students go through the general college orientation which is PSCN 25. It was pointed out that the special orientation should have the same content as the general orientation so all students get the same information.

The SSAG recommended that all students go through online registration. It will establish a uniform practice college-wide and satisfies SSSP orientation completion.

It was recommended that special program orientations should be coded as counseling and follow-Up services thereby receiving funding in two categories.

**PSCN 25**
If a student decides to opt out or withdraw from PSCN 25, how does it affect him? As previously discussed in the Oct. 10th SSAG meeting, it was suggested that even if a student drops PSCN 25, we still should give him credit for attending and give him priority registration. Another commented that students should not be allowed to drop PSCN 25, that we should make it a mandatory class.

**SEPs**
Does every area submit their SEPs to Counseling? All SEPs need to go to one area to facilitate tracking and credit. PSCN 25 is our initial SEP program plan.

**COUNSELING**
Rachel asked everyone to look at their reason codes to make sure what IT is reporting is a “true” counseling contact (appointments and drop-ins). We have to ensure that the various areas in Special Programs that have counseling contacts (Aspire, CalWORKs, CTC, Career Pathways & Ed Program, Daraja, EOPS, Excel, HPN, MESA, Puente and TRIO) are counted as well. So the “counseling bucket” in SARS needs to be divided into sub-buckets to effectively track all counseling contacts.

**FOLLOW-UP SERVICES**
- Intervention services for students who are on academic probation 1 and 2, academic progress are counted (appointments resulting from a contact letter and workshops). Mailing notification letters to students facing dismissal is also counted as a follow-up service.
- Veterans Services
- Career Transfer Center (assistance from Peer Advisors or a clear indication that students went on the computer for career exploration)
- Tutorials and WRAC Center
- We need to look at areas of A&R and Financial Aid providing service (i.e., reviewing files) though not necessarily having contact with students

Dean Kritscher recommended that everyone in the group think about and jot down what we would like to be discussed and considered as “follow-up services”. Rachel asked everyone to review the reason codes used in SARS for counseling and follow-up.
III. Other Business
Director Lino distributed the Spring 2014 Registration Calendar but noted an error; will send out a revision.

Meeting Adjourned: 11:59 AM

Next Meeting: November 7, 2013 in Room 758

BW

Handouts
---Career Pathways & Ed Program (brochure)
---Regional Pathways (HIP)
---Student Success Data Elements
---SPRING 2014 Registration Calendar