

Perkins Committee Meeting Notes (includes data open office hours on January 6<sup>th</sup>)

Date: December 9<sup>th</sup>, 2021

12:00-1:30pm

**Meeting objectives:**

- Discuss and review access and enrollment
- Finalize 2021-22 Calendar

1. Introductions and recap from prior meeting (10mins)

a. Trivia Poll

- i. Staff Lead: Cassandra and Alex
- ii. The following questions were asked:
  1. How many career education pathways exist at SDCCE?
    - a. Answer: 9
  2. How many career education certificates does SDCCE offer?
    - a. Answer: 81

2. Comprehensive Local Needs Assessment: Part 1- Access (60mins)

a. Quick refresh on requirements and context

- i. Review of data
- ii. Stakeholder Engagement
  1. Staff Lead: Cassandra and Alex

b. Let's dig into data

- i. Headcount by TopCode (30mins)
  1. **Activity description:** in large group share 3 slides, announce key findings, and probe with guiding questions. Approximately 5-10 mins per slide. Encourage the use of the Jamboard for additional observations on how this relates to your program pathway. Encourage macro and micro analysis.

2. **Facilitation tool: Jamboard:**

<https://jamboard.google.com/d/11I3kG2YkyU7HtEnQLiPJmaJSn7WwU6v3-TmYCbERxv4/edit?usp=sharing>

3. Data points

a. 2 and 3-year change

i. Key findings or observations identified

1. SDCCD credit colleges experienced a 13% reduction in Career Education Headcount from 2018/19-2020/21 vs. 43% at SDCCE
2. Despite headcount declines, 15 out of 28 Career Education TopCodes reflected student enrollment growth in the last 2 years
3. In CLTX our headcount reduced due to the removal of non CTE classes from our schedule, which had been 38% to 49% of our headcount over the past years. If we compare CTE to CTE, we maintained our headcount.
4. For CTE, it'd be interesting to see how much of the growth and decline was caused by demand (fill rates analysis, perhaps) and how much by supply (FTEF allocation analysis, perhaps)

5. For CLTX, this is being addressed with conversion of stand alone classes to CTE programs, with updates to local needs.
6. Possible impact of technology playing a part in the reduced headcount.
7. Fear also contributed to the reduction.

b. Race/Ethnicity

i. Key findings or observations identified

1.

c. Income

i. Key findings or observations identified

1. In 2018/19 students making less than \$35,000 per year represented 76% of all students, in 2020-21 that same population represents 57% of all students

4. Guiding questions

- a. Are there trends that we are noting across programs at SDCCE as it relates to enrollment?
- b. Which CTE programs overall have the highest outcomes, and which have the lowest?
- c. Are there trends in enrolment by traditionally underrepresented groups?
- d. How does this compare to your pathway?
- e. What are some strategies your department has or will implement to improve student access?

ii. What do our students say? (20mins)

1. Activity description:

- a. Break into two groups, review survey responses in google docs
  - i. Which results surprised you? Which ones did you anticipate?
  - ii. What does that look like for your program pathway?
  - iii. **Key question:** Based on what worked for our students in the past, how may those strategies look now?
- b. Groups report out on key findings and thoughts

2. **Facilitation tool:** What do our students say? - Google Docs

3. Key findings or observations identified:

- a. Why do students enroll? (see google doc)
- b. Why do students choose specific institutions? (see google doc)

iii. Guiding Questions

1. What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?

iv. Where do we see the future in your program? How do we get there? (10mins)

1. Activity description: Participants respond to word cloud with their ideas for the next three years. Let participants know that this is related specifically to access and enrollment.
  - a. Key findings or observations identified:
    - i. Industry Integrated
    - ii. Accessible
    - iii. Emerging Fields
    - iv. Job Ready
    - v. Professional
    - vi. “be the connector”
    - vii. Drive economics
    - viii. ROI-Friendly
    - ix. Expansion
    - x. Hands on
    - xi. Direct path to a job
    - xii. Affordable
  - b. What additional questions do we have after today?
    - i. Key findings or observations identified:
      1. Retention trends mid-semester
      2. What would motivate..(students to enroll)?
      3. Why do learners drop of?
      4. What causes no shows?

2. Facilitation tool:

<https://www.mentimeter.com/s/4d38a8b8f7eede26c53eb2d9c6cbe586/bbdeb880bf0>

3. Identify meeting calendar (5mins)
  - a. Scheduling remaining meetings
    - i. Staff Lead: Cassandra
4. Preparing for our conversation on Retention (10mins)
  - a. Small Business tutoring pilot
    - i. Staff Lead: Aaron and Muhammed
  - b. Design Thinking exercise
    - i. Staff lead: Cassandra and Alex
5. Determine key next steps
  - a. Interested in a deeper dive into the data? Let’s connect on January 6th, 2022
  - b. Don't forget your homework! Let us know how your customer experience goes
  - c. Look out for an exit survey for our conversation
    - i. Staff Lead: Cassandra and Alex

Perkins Data Deep Dive: January 6<sup>th</sup>

The following trivia questions were asked:

1. The regional labor market center of excellence recently published an update to their Pandemic Resilient jobs study from August 2020, of the 74 occupations listed as pandemic resilient, how many occupations appear in the in the top 50 jobs in the region each of the 10 months of the study?
  - a. Answer: 30
  - b. Research report: [COE - Search | Centers of Excellence \(coecc.net\)](https://www.coecc.net)
  
2. (research preview) What percentage of jobs in 2020 in San Diego requested a certification or licensure?
  - a. Answer: 47%
  - b. Research report: [CertificationsLicenses\\_2021-12-06.pdf \(myworkforceconnection.org\)](https://myworkforceconnection.org)
  
3. (research preview) In 2018-2019 Civilian Marketing found that 12 Zipcodes comprised 80% of the enrollment at the Cesar Chavez campus, how many Zipcodes comprised 80% of the enrollment in 2020-2021?
  - a. Answer: 28
  - b. Staff Lead: Cassandra and Alex

Meeting attendees were asked how Spring was going?

Key observations and findings identified:

1. Canvas and other classroom technology is not accessible prior to the 1<sup>st</sup> day of class, SDCCE programs would benefit from a structure to support new students prior to the 1<sup>st</sup> day of class
2. Additional clarity is needed on the specific regulations on requiring student engagement during class including the rules regarding student camera use. Potentially an opportunity to further engage in DE structure for faculty professional development.
3. Drop or no-show rates are of significant concern, in certain pathways the student demographics have changed significantly since COVID-19.
4. Additional information is needed to understand the students (and prospective students) willingness to come back to campus during Spring 2022 and Fall 2022.