**2017 CTEOS Research Academy**

**Discussion: Engagement with Industry and Advisory Councils**

**Facilitator: Rock Pfotenhauer**

**Session Description:** *Several of us have shared EOS results with the employers on our advisory committees and have found that it has catalyzed essential, and sometimes painful conversations. We will share our experiences and we'd like to hear yours. If time permits we will also explore the question of whether and how the Strong Workforce Program metrics can also be brought into advisory committee conversations with employers.*

**Meeting Notes courtesy of Michael Goss**

Two examples of using data to motivate authentic discussions with employers

Criminal Justice Program at Cabrillo

Because virtually all Santa Cruz County law enforcement personnel are also enrolled in Cabrillo’s Public Safety In-service Training programs, Cabrillo had the ability to determine how many officers prepared for their careers at Cabrillo. To our surprise we found that police departments were hiring many more students from programs other than our Criminal Justice Program. To find out why we invited the chiefs to a buffet breakfast. One of the items was burnt toast. After breakfast we noted that no one had helped themselves to the burnt toast and compared this to their not hiring from our CJ program. After some uncomfortable silence the chiefs told us that our CJ students were not coming to them with the ability to quickly produce concise, accurate, cogent police reports. This skill is critical to obtaining convictions. While we’d been meeting with the chiefs on a regular basis and soliciting their feedback they had never voiced this criticism. We responded by strengthening the writing curriculum in our program as well as by developing a report writing course for incumbent officers. Lesson learned: Sharing data about weak outcomes evidences a willingness to hear honest, if painful, feedback, and leads to powerful conversations that strengthen partnerships.

Second example: Medical Assisting Program

According to Perkins Core Indicator: Medical Assisting program 95% job placement rate.

EOS results showed employed in field dropping fast rate, dropping to 25%

As same time LMI showed supply exceeded demand indicating possible oversupply.

Shared this information with employers, other MA programs and asked what is going on?

Employers said they had excess number of unqualified candidates. Due to ACA and cost containment pressures they were expecting employees to work at the top of their job description. Students entering workforce prepared for the bottom. Needed stronger math and English skills. As with public safety we had been meeting with these employers every semester and had never heard this criticism. Once again, sharing the data prompted a very useful discussion. We worked with employers, looked at other programs and completely revamped program. Employers are now very happy with program, have asked us to replicate it elsewhere as it is preparing students to their standards.

What are others doing, how using data? Rose - first generate data, knew where the program was because working in industry. BOT office skills programs - programs teaching MS Publisher, job placement advised against. Need to use Excel, Word, access, powerpoint - public speaking skills, outlook. When workers send email they are face of the business. Faculty 12 units of keyboarding. Contacting industry and establishment not difficult, promised non disclosure of employer info. Regional meeting in November. 25-30% attendance. Questions distributed before meeting. What are the Latest trends, program viability, program outline sent. 9 TED talks every semester. San Diego region.

Others Sharing data with industry - about 3 hands. Sharing perkins data, complicated in presentation, did not go well. Talks about limitations, but not to write it off. Faculty is defensive. Talk with VP - need to support, but need input to grow. How brave are you to put forward public data

When programs developed in isolation is easy to find issues. Regional level health care program data. MLT med lab tech. One program okay placement rate, other not. ER said no, we depend. Study group assembled and dove into issue. ERs were not hiring. Issues with other techs at business did not want the lower level techs. Closed program - comparative data is hard but conversation with faculty - conversations need to be regional in dense areas. Maybe by college in rural areas.

Conversation opener ICT supply / demand. Occs in groups - programing occs no gap/ demand. Low numbers. Job posting - huge number of jobs. 10,000 job postings / yr. ICT employers discussion - had some hypothese, helped learn about hiring patterns.

Berkeley city college programs - difficulty connecting with ER engagement. Assumed need bachelor's degree. Would students bring coffee, then task would ramp up. Preparing students with employability skills, then look at the data. Could not start with the data, not interested in engaging.

Resources used to determine if ER hiring students. Relationship with ER directly for hiring, dress properly be on time (soft skills). Challenge - CTE faculty distrust for data, lagged, never full representation, asking for better data, now it's available, went from distrust of data - now the data is not correct data.

Point person to build relationship with ER, no ID information.

Students did not want to supply ER contact info. Bay area - middle skill workforce councils. When hire let bay area know, bay area will check in with ER at intervals to see how student is doing. WOuld it make sense to invest collectively a platform, website for any ER. ID that they’ve hired student, website would auto checkin.

Better dataset currently available. IRS tax data says what Occ is more complete. Look at Fed, state, etc.

Department of Ed participation in data collection. More partners. National Clearinghouse - stats better , more people added to the pool. This was done for transfer students. Complicated political issues.

Programs w/o good completions have good placement rates. good placement for leavers than completers