



Strategy #6 Increase the number of awards in high-wage, high demand programs

To: Dr. Clifton Sanders

From: Gary Cox

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Executive Summary

- [The High Demand/High Wage CWT met several times since its formation in September 2019. Significant participation from all members ensured that all issues and concerns were addressed and there were a broad variety of ideas put forward.
- Prior to the first meeting of the CWT, the Deans' Council started work on the first of the three required strategies (revitalizing PACs). A promising idea came out of that effort, so the CWT spent most of its time focusing on strategies 2 and 3 – addressing how to measure the performance of CTE programs at the college and how SLCC should use data to inform decisions on discontinuation, improvement, or addition of CTE courses.
- Strategy #1, regarding PAC revitalization, has been largely resolved by the recommended implementation of a more recently devised program entitled “Business and Industry Leadership Team (BILT).” Discussions and ideas for replacement of PACs with the BILT model have already been underway with Provost Sanders, Rick Bouillon, and Gary Cox.
- Much of the work in the CWT meetings has centered around the development of an internal and external Return on Investment metric that could be used to evaluate the performance of the SLCC CTE programs and courses. We spent significant time on this because the consensus of the CWT members is that current metrics are not adequate. The team’s conclusion was to give specific recommendations through our team member representing Data, Science, and Analytics (Leonel Nieteo) to create data-gathering tools that will both inform college decision-makers and students regarding CTE program success.
- All three required strategies were addressed in the final meeting of the CWT on March 5, 2020.

Charge and Background

“Ensure that SLCC meets its performance funding target under the market-demand metric set by the state board of regents. Create and implement to increase the number of awards in the identified programs.”

Strategy #1

An assessment of the program advisory committee structure and goals for high-demand programs that could be used as a model for assessment of other PACs.

Background:

Program Advisory Committees (PACs) have been part of the SLCC efforts to build, maintain, and utilize industry partners to implement and improve educational/training programs that ensure students are ready for the workplace.

Some PACs have functioned well and provide up-to-date information and advice to CTE programs, ensuring students receive current and relevant training in preparation for high demand/high wage careers.

On the other hand, some PAC meetings, if they are held at all, are nothing more than an opportunity for SLCC faculty and administrators to tell industry partners what they are currently doing in their programs – over a good lunch.

It is the opinion of the High Demand/High Wage CWT members that regular and close involvement of industry partners is a key to the development and maintenance of current and relevant CTE programs that will help students find meaningful employment and meet the workforce needs in our community.

Strategy #2

Development of reports that can be used by CTE departments, schools, and leadership in assessing high-demand program performance in relation to the metric.

Current reports provide some general information, such as data from the Classification of Instructional Programs (CIP). These do not provide consolidated information for school decision-makers or for students trying to make choices about which program to pursue.

Strategy #3

Identify areas where the CTE programs may not be needed or where new or current CTE programs could be developed or adapted to improve metric performance.

The committee recognized that completion of Strategy #2 would inform decisions in Strategy #3.

Approach

Strategy #1

During the summer prior to the CWT beginning its meetings, the Deans Council was charged with revitalizing our PAC's and finding a model that worked well for the institution as a whole. They found that the Business and Industry Leaders Team (BILT) model is a proven program that will work well for SLCC.

Created by the National Science Foundation Convergence Technology Center of Excellence based at Collin College, the BILT model establishes businesses/industries in a co-leadership role for college technical education programs so they have direct input into the knowledge, skills, and abilities (KSAs) that program graduates should possess 12-36 months into the future. This produces candidates the industry partners are much more likely to hire. They list the benefits of implementation in the following chart:

For Students:	For Faculty:	For BILT Members:
Likely to be sought after by BILT members because businesses feel ownership of courses, certificates, and degrees.	Have assurance they are teaching the competencies businesses want future employees to possess.	Pipeline of "workforce ready" job candidates is increased.
First to be considered for opportunities such as internships, even before they complete the program.	Benefit from BILT members serving as guest speakers or assisting with recruitment events, on-campus and off.	Professional relationships with other BILT members and with the college are developed.
Have ready access to BILT members as mentors.	Learn about industry trends from BILT members in time for curriculum adjustment because of trend-focused meetings.	Opportunity to give back to the community in a way that makes a tangible difference.
Likely to have opportunities to attend workshops delivered by BILT members on topics such as interviewing skills, resume writing, and "a day in the life," etc.	Benefit from free or reduced-cost professional development provided by BILT members.	Know that their time is valued.
	Often asked to participate in externships sponsored by BILT members.	



Advancing Credentials
THROUGH Career Pathways

There are many characteristics that BILT and PAC models share, however this chart from “*A Guide for Strengthening Industry Commitment for Technical Programs,*” identifies some significant differences:

Advisory Board	Business-led BILT
May only give advice	Co-leads
Annual KSA* suggested	Annual KSA* required
May "rubber stamp" existing program	Actively helps faculty improve program
May only meet once a year	Meets at least three times a year
If advice is ignored, commitment may be eroded	When advice is valued, commitment is boosted
May not be highly invested in success of the program	Feels ownership of the program

The CWT and our Cabinet Sponsor agreed that the BILT model would be a good alternative to the current PAC structure and Provost Sanders, Rick Bouillon, and Gary Cox have been working to identify the best implementation strategy for the BILT model with WEDAB and to replace the PAC model for other areas of the college.

Provost Sanders has done a preliminary presentation to the College Planning Council to introduce the BILT model and Gary Cox has done the same in breakout sessions during SLCC 360. Rick Bouillon has presented the model to WEDAB.

Strategies 2 and 3

Much of the work in the CWT meetings has centered around the development of an internal and external “Return on Investment” metric that could be used to evaluate the performance of the SLCC CTE programs and courses. We spent significant time on this because the consensus of the CWT members is that current metrics are not adequate. Input was also gathered from the SLCC 360 breakout sessions.

We asked the question, “If Data, Science, & Analytics gave us a blank canvas, what would this report look like?” Among the suggested data collection points were:

- What really matters to the student in regard to High Demand/ High Wage Programs?
 - How much are they going to earn?

- How long will the program take?
- How many jobs are available?
- Cost of Program (tuition, fees, etc)?
- Can I build a career off of this degree?
- What's the transferability?
- What matters to the college when making decisions about High Demand/High Wage Programs?
 - Are there certain programs that Career Services, Advising, or other persons within the college do not recommend, because they aren't benefiting the students in terms of a living wage, preparation for the workplace, or other reasons?
 - Are there common early exit points in a program – that would help us modify that program, so the student will complete?
 - Political Dimension? What is industry, state government, college administration prioritizing?
 - Financial factors – what is the cost of implementation, cost per student?

Discussion began to focus on the possibility of acquiring already-available software that could do much of this work. Committee members with some “institutional knowledge” recalled using “Career Coach,” an interactive tool that students could use to make decisions about educational pathways toward professions or trades. The recollection was that Career Coach had been discontinued as a cost-saving decision, in spite of its perceived value. This tool comes from EMSI, which is a company with which SLCC already has contracts. Some quick research was conducted to find that this software program is still available, with improvements made in recent years, at a cost around \$15,000 - \$20,000. A significant part of that cost would be eligible for Perkins V funding.

There may be other similar software tools – that would need to be researched.

Challenges and Limitations

An identified challenge is getting complete information regarding PACs already in place. This might be due to the fact that some PACs on record may not be active. We are contacting all college persons responsible for PACs in their area to respond with necessary information.

Some PACs have been in place for a long time and both industry partners and school employees are committed to the work they are doing. The BILT model will decrease the employee representation on these committees and may change some of the industry partner roles. Good communication to these people will be important to maintain good internal and external relationships.

Recruitment of industry partners has been challenging. When industry is doing well, potential partners are often too busy to participate. Not only will BILT teams need to be selective, invitations to serve on a BILT should come from the President's office.

Challenges to successful completion of Strategies 2 and 3 include identification of all specific data questions required to inform decision-makers, both external (students) and internal (department, college-wide).

Recommendations

The committee makes several recommendations, recognizing that some are more specific and direct than others. This is a process....

1. The team recommends that efforts to replace/improve PACs with the BILT model continue. This includes identifying those individuals currently serving on PACs and thanking them for their efforts, inviting appropriate business/industry partners to participate, training participants so that BILT will be most effective in creating and maintaining current and relevant programs that strengthen the community and lead students to successful transfer and meaningful employment.
2. Create a deconfliction process – reducing likelihood of one person being asked to serve on multiple BILTs.
3. Invitations should come from the President's Office.
4. Create metrics that will more accurately inform external and internal users to make good decisions about High Demand/High Wage programs.
5. Create a location on the college website where students can identify High Demand/ High Wage programs
6. Purchase Career Coach or similar interactive software program that will provide real-time information to students seeking. Could this be embedded to the CTE page?

Summary

Faculty and administrators will have better relevant information to make effective and efficient decisions about the creation, improvement, and/or the discontinuation of High Demand/High Wage programs.

Students deciding which program to enter will have more current information that will inform their choice at the beginning of the process.

Students completing (receiving awards) in High Demand/High Wage Programs should increase due to more current and relevant business/industry involvement in BILTs and the ability to keep courses and programs up-to-date.