

ABC Adult School
12254 Cuesta Drive, Cerritos, CA 90703
(562) 229-7960

Office Occupations Advisory Meeting
Office Assistant
October 20, 2017
11:00 a.m. to 1:00 p.m.
Room E7

Committee Members Present:

Robert Aguirre, PVC Tech Corp.
Amita Garg, Healthcare Career College
Jodie Kresl, SELACO
Anna Leon, SELACO
Lorena Ortiz, Care Professional Services
Matthew Quan, AARP

Committee Members Absent:

Aleata Donald, Goodwill SOLAC
Elizabeth Goings, National Planning Corporation
Rocky Pavone, World Financial Group
Scott Smith, Cerritos Chamber of Commerce
Guest Representative, Chugh, LLP

In Attendance:

Dr. PaoLing Guo, **Principal**; Chuck Minear, **Assistant Principal**; Natalie Maddox, **Transition Counselor**; Rachelle Schulz, **TOSA/Lead Instructor**; Mary Pinedo, **Job Developer**; Melissa Van Aalsburg, **Secretary II**; Maria Ramirez, **Limited Term Secretary**

Instructors: Rosalba Barbosa, Georgia Grissom, Lorena Mares, Kevin Muto, Esther Nguyen, Connie Caliz

Minute Items

Welcome

By Dr. PaoLing Guo

Paoling thanked everyone for taking the time to come to today's advisory meeting. We are the largest school in our PAACE Consortium. This year the state has given a \$500 million block grant to every Consortium. This is a 6% increase, which accounts for approximately \$30 million. We have six outcomes that need to be met in order to receive some of the block grant funding. ABC Adult School has approximately 27,800 duplicated students in our 7 different program areas under the block grant funding. We are dual accredited with both WASC, Western Association of Schools and Colleges, and COE, Council on Occupational Education. We are continuing our push forward to offer our students financial aid.

Introductions and Meeting Overview

By Chuck Minear

Chuck also thanked everyone for taking time out of their day to attend today's advisory meeting. We teach our students the information that they need to get a job. We sought a dual accreditation from WASC and COE to offer our students the best education possible. WASC is an in-state accreditation, and COE is out of state. When we received

COE accreditation, they had to comb through all of our information to determine that we are offering the best education. As a requirement for our COE accreditation we are required to meet twice a year with industry professionals to be sure that our programs are current and up to date with on the job requirements. The state likes to look at our Core indicators to determine if we are providing our students the best education. The Core Indicators measure skill attainments and participation. How we measure these and how we are doing will now be discussed lead by our TOSA/Lead Instructor, Rachelle Schulz.

Core Indicators and Review of Program Updates By Rachelle Schulz

We must report our Core Indicators to both Carl Perkins and the state's Department of Education. We report based on the concentrator of the indicator based on students who are in our Career Pathway Programs. We shared our Core Indicators sheet from the last couple of years, so you all will see how we are doing.

- 1A1: The number of students enrolled in a capstone course who passed an end of program assessment or earned a competency certificate.
 - A capstone class is the last class a student takes before completing the program.
 - For 2015-2016, 97.4 percent of our students who took a capstone course and received their certificate of completion for the class.
- 2A1: The number of students who enrolled in a capstone course who earned an industry-recognized credential, certificate, degree or completed a transfer program.
 - For 2015-2016, 82.65 percent of students who enrolled in a capstone course went on to complete and industry certification or diploma.
- 4A1: Number of students who left adult education and enrolled in postsecondary education or advanced training, entered military service, or employment as reported on a survey six months following the program year.
 - For 2015-2016, we had 88.69 percent of students move on to postsecondary education, advanced training, military service, or employment.
- 5A1: Number of students from underrepresented gender groups enrolled in a program sequence that leads to employment in nontraditional fields.
 - Rachelle mentioned that this relates to females in classes like IT Technician or AutoCAD and males in Medical Assistant
 - For 2015-2016, we had 35.67 percent of our students were in nontraditional fields based on their gender.
- 5A2: Number of students from underrepresented gender groups enrolled in a capstone course the leads to employment in nontraditional fields who passed an end of program assessment or earned a competency certificate.
 - For 2015-2016, we had 32.15 percent of students complete their capstone course in nontraditional fields.

Administrative Assistant Program Content

There are six areas that we need to look at for our program content. We need to determine if we successfully achieve all six of these areas:

1. Requirements for Admission
2. Course Outlines
3. Program Length
4. Program Objectives
5. Competency Tests
6. Method of Evaluation

In our small groups for each program, we will discuss all six of these topics.

Requirements for Admission

Are the admission requirements appropriate for the program? Do you suggest any changes?

1. Eighteen and Over
2. Open to Everyone

A suggestion given by one of the members of today's meeting was an assessment test for admission.

Program Length and Content

Is the amount of time sufficient for an entry-level position? Are the topics/classes and depth appropriate for the program? Any Suggestions?

The program length and content are all up-to-date on industry standards.

Program Objectives

Are the objectives shared sufficient and relevant? Should there be other objectives or are any of the current ones outdated or irrelevant?

The program objectives are all sufficient and relevant.

Competency Tests

What tests are used in the programs? Are they sufficient? Any Suggestions?

One committee member suggested we pre-test students before enrolling them into a program.

Instructional Materials

What type of instructional materials does the instructor use? Is it appropriate? Any recommendations?

1. Computers
2. Books
3. Programs
4. TV Monitor
5. Internet

Equipment

What type of equipment is available to students? What is needed? Are there any gaps?

1. Desks
2. Computers
3. TV
4. Printers

Methods of Evaluation

How are students evaluated in the program? Is this sufficient? What type of portfolio, if any, should students have when they finish the program and look for a job? Is industry certification needed or preferred?

1. Projects
2. Assessments
3. Online Test – to finish program
4. Industry Certification Online – preferred
5. Hands On Assessment

Instructional Delivery Modes

How is the subject matter taught? Is one method better than another in this type of program? Any Suggestions?

1. Lecture
2. Hands-On Projects

Adjournment

Chuck thanked everyone for coming and contributing to today's Office Occupations Advisory Meeting.

Transcribed by: Melissa Van Aalsburg

Signature: _____ Date: _____