

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

Office Occupations Advisory Meeting
February 16, 2018
11:00 a.m. to 1:00 p.m.
Room E7

Committee Members Present:

Linda Bouman, SELACO
Donuella Burke, Goodwill SOLAC
Kevin Gotts, Alpha and Omega Financial
Rocky Pavone, HIFE College Planning

Committee Members Absent:

James Rosa, Angeles Institute

In Attendance:

Nancy Amara, **Assistant Principal**; Rachelle Schulz, **TOSA/Lead Instructor**; Melissa Van Aalsburg, **Secretary II**

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

Minute Items

Welcome

By Nancy Amara

Nancy thanked everyone for taking time out of their busy day to come to our Advisory meeting. Chuck Minear is out today, so Rachelle and Nancy will be leading today's meeting. The ABC Adult School is a part of a consortium with Cerritos College, Norwalk-La Mirada Adult School, Downey Adult School, and Bellflower Adult School. The consortiums were started when the financial crisis hit. The ABC Adult School is the largest school in our consortium. We get state funding through our consortium for 7 of our programs. They are ESL (now Immigrant Education), CTEC, Academics, Adults with Disabilities, Pre-Apprenticeship, Adults Training for Child School Success, and Workforce Re-Entry. We hold a dual accreditation through the Western Association of Schools and Colleges (WASC) and the Council on Occupational Education (COE). WASC is a local accreditation for high schools and colleges; whereas, COE is a national accreditation. We sought out a COE accreditation for our CTEC program in order to offer our students financial aid. We are in the final stages of getting financial aid. We will only offer our students grants. We do not want our students to be burdened with debt, so we will not offer any loans.

Introductions and Meeting Overview

By Nancy Amara

Our CTEC program offers 11 different career pathways. COE requires 2 advisories for every career pathway. The purpose of our meeting today is to determine if what we are offering and teaching our students is up to industry standards. Do our students receive real world skills by taking our classes? Nancy again thanked everyone for taking the time to help us answer these important questions.

Review of Previous Advisory Committee Minutes

By Rachelle Schulz

Rachelle went over the previous Office Occupations Advisory minutes. She highlighted that the ABC Adult School serves 27,000 duplicated students, and our CTEC program has approximately 1,500 unduplicated students. In the last meeting, the Core Indicators were discussed. These Core Indicators determine the amount of funding we receive from Carl Perkins. We currently receive approximately \$100,000 a year. The current goal of our CTEC program is to get students to enrolled in a Career Training Diploma and Industry Certification. Pharmacy Technician and Cosmetology are exceptions to the certification because they are working to receive a state license in their industry. We also help place our students in jobs once they complete their career pathway. All of our programs are approximately 30 weeks. The ESL students who wish to take our classes should be intermediate to high, so they may be able to understand the lectures given by the instructor. Every pathway has a different objective, and our goal is to make sure the objective is still current with the classes and program content we offer.

Kevin Gotts, Alpha and Omega Financial, asked what the difference is between the Office Assistant and Administrative Assistant programs are. He wanted to know why they would not be the same thing. Rachelle said the difference is an Office Assistant would do more receptionist type work such as answering the phones and directing people where to go; whereas, an Administrative Assistant would fulfill more of an office manager type role. Kevin Gotts asked if both programs were the same length to complete. Rachelle said the Office Assistant can be done in six months; whereas, the Administrative Assistant take about a year to complete. Kevin Gotts followed up by asking why anyone would take Office Assistant when Administrative Assistant is the same with just a couple more classes. Rachelle said that the Administrative Assistant does more advance classes in Microsoft Word and Excel. Some of our students are not interested in or do not have the capabilities to do some of these advanced classes. The goal of ABC Adult School is to tailor to our students, and in order to do so, we offer both Office Assistant and Administrative Assistant.

Kevin Gotts, Alpha and Omega Financial, motioned to approve the minutes. Linda Bouman, SELACO, seconded the motion, and the minutes were approved.

Mission Statement and Student Learning Outcomes

By Nancy Amara

We recently revised our Mission Statement and Student Learning Outcomes when we were re-accredited. When we go through the accreditation process, we take the time to go through everything that our school promotes and provides. It is a big process making these changes because we have many different focus groups that go through our Mission Statement and Student Learning Outcomes. The focus groups consist of student, staff, teachers, and community members. Our last Mission Statement change only changed some of the wording.

“The Mission Statement of the ABC Adult School is to improve the quality of life by providing our diverse community with meaningful opportunities to fulfill career, educational and personal goals through lifelong learning.” We heavily promote lifelong learning because we offer classes for children as young as four months in our Parent Education program to students who are in their 90s in our Community Education classes. We have different classes for any student based on their interests.

The Student Learning Outcomes for the ABC Adult School are: “Self-Directed Lifelong Learners who: acquire knowledge and skills appropriate to their stage of life, set and achieve personal, educational and/or vocational goals, and seek continuing educational and/or vocational training opportunities. Effective Communicators who: demonstrate appropriate listening, speaking, reading, writing, creative, and/or computational skills, apply communication skills to real-life situations, enhance and improve their ability to understand and be understood by others. Critical Thinkers and Problem-Solvers who: exercise their powers of judgment, perception, and inference, assess and fulfill their own needs by finding appropriate resources, and apply knowledge to professional, technical and other real life situations.”

Labor Market and Job Placement

By Rachelle Schulz

When a student completes a program they should be ready to enter the workforce in an entry level job. They may receive more money based on any previous experience they have, but we prepare for an entry level position.

According to the California Occupational Guide, the pay range for an Accounting Clerk is \$16.88 and \$27.18. The average is \$21.29. According to our brochure, we have a median wage of \$20.10, so our brochure is not very far off from the most recent average wages. According to the California Occupational Guide, the pay range for an Office Clerk is \$12.05 and \$20.82. The average is \$16.10. According to our brochure, we have a median wage of \$15.22, so our brochure is not very far off from the most recent average wages. According to the California Occupational Guide, the pay range for an Administrative Assistant is \$15.38 and \$24.46. The average is \$19.38. According to our brochure, we have a median wage of \$18.29, so our brochure is not very far off from the most recent average wages.

Kevin Gotts, Alpha and Omega Financial, asked how the new wage increases will affect job prospects for our students. Rachele did not know what the answer would be, but it could potentially kill jobs or the employers will pay more for the increases.

We are required to report every student who gets a job. For some students we help them with job placement once they complete their career pathway. For other students, they take one to three classes, and they leave because they got a job. These students do not graduate nor do they receive any diplomas from us. In these cases, we use the help of the instructors to find out if they have received a new job. Many times the students will let the instructors know they received a job, and they no longer will be able to attend class. When we are tracking our students, there are three things we have to look for: completion, graduation, and placement. Completion is when a student takes enough classes to get a job in their field of study. If the student stops attending and does not get a job, they are considered dropped. Graduation is when a student completes all of the courses in their program or career pathway. Placement is when a student gets a job, goes into military service, or onto higher education. The most important are completion and placement. We want to increase our graduation rates because we know that with the career technical diploma our students will do better when they want to move forward in the career, but our students are able to get a job solely with the completion of the classes. Our COE accreditation requires we get at least 60% in our completion rate. If we do not get at least 60 percent in two consecutive years, we will lose our COE accreditation.

For our Accounting Clerk pathway, we have a graduation rate of 93%, a completion rate of 100%, and a placement rate of 87%. For our Administrative Assistant pathway, we have a graduation rate of 72%, a completion rate of 89%, and a placement rate of 81%. For our Office Assistant pathway, we have a graduation rate of 43%, completion rate of 86%, and a placement rate 83%. Rachele mentioned that Office Assistant graduation rate is low because most students come in to take a couple of classes and leave. They are not interested in gaining a diploma. Kevin Gotts, Alpha and Omega, asked why we need the Office Assistant if it is so low. He mentioned that this supports his idea from before that the pathway is not necessary. Nancy responded by saying that for Office Assistant they get a job, so they do not need the diploma. Administrative Assistants need the whole package of classes in order to get a job, and that is why they are more likely to graduate. Kevin Gotts, Alpha and Omega Financial, responded that he would hire both Office and Administrative Assistant students into the same position. He would pick the Administrative Assistant over an Office Assistant because they have more knowledge. Linda Bouman, SELACO, replied to Kevin saying that there are some offices where an Office Assistant and an Administrative Assistant would do the same job, but there are also offices where they would have two separate position for each level. Kevin Gotts responded by saying that they can both be one pathway because if the graduation rate is not the most important number, then why not have them be the same and have the Administrative Assistant graduation rate be low because the students would not complete all of the classes, yet they would still get a job. Rachele ended the discussion by mentioning that we need to look at the idea of merging the Office Assistant and Administrative Assistant into one career pathway. Kevin Gotts, Alpha and Omega Financial, mentioned merging the two and creating a Sales Assistant pathway. Rachele mentioned that we are looking into creating a pathway related to sales.

Instructional Delivery Methods and Instructional Supplies

Linda Bouman, SELACO, said that we cannot forget promoting soft skills in our programs. Kevin Gotts, Alpha and Omega Financial, recommended case studies as a way to promote soft skills because it gives them real life experiences.

Donuella Bourke, Goodwill SOLAC, is currently enrolled in the Medical Assistant Program, and she mentioned many students, including herself, did not know that graduating is so important. She said that many students are told to take solely the Medical Assistant classes along with the externship, and they will be able to get a job. They have no idea about the career pathway. Donuella also brought up how many students are not told about any of the classes. They are told to go online and enroll, but they do not receive any information about the classes or the program itself. Rosalba Barbosa, instructor, has every new student in her keyboarding class look at the different career pathways we offer. She goes through each one to see what the student is most interested in. She does this because each pathway may have a different requirement for a typing speed, so she wants to know what the student's goal should be before they start.

Many of the members in attendance recommended an orientation for each career pathway. The current orientation for the ABC Adult School focuses on the school as a whole. Students who are interested in one career pathway does not really care about ESL, Academics, or other career pathways. Georgia Grissom and Lorena Mares, instructors, recommended an online orientation video before students are able to begin taking classes. Many schools already make students part in some form of orientation before enrolling in school. Rachelle Schulz agreed with both these ideas, and she will look into what can be done to make this possible. Nancy Amara, mentioned having employers speak on the videos saying that they would want to hire someone with the whole package (ie CTE Diploma) instead of someone taking one to two classes. Linda Bouman, SELACO, added the video should have student personal experiences as well. Esther Nguyen, instructor, mentioned to have the students take a short quiz after they do the orientation video.

Rocky Pavone, HIFE College Planning, asked if anyone sits down with every student who walks in the door and does not know anything about the ABC Adult School. Rachelle Schulz said no because we do not have the time or the man power to have a meeting with every student. Every student has the ability to meet with Rachelle to discuss the diploma options. Everyone in the office knows about the classes, and they are able to help the students with general questions about the classes and the career pathways. Rocky Pavone, HIFE College Planning, said that he works for a non-profit that does skill assessments with high school students. The non-profit asks the students what they want. Rocky asked if we are in the business of making money or helping our students find a job they will be happy with. Rachelle Schulz mentioned that she speaks with any student who wants to meet with her to discuss what the best career pathway is for them. Our Job Center also offers assessments to help our students determine what their skills are and what career pathways match those skills.

Rachelle spoke about some of the Student Learning Outcomes for the Office Occupation Career Pathways. Two outcomes are mastering the subject and problem solving/critical thinking. Kevin Gotts, Alpha and Omega Financial, mentioned this is where the case studies can be helpful. Another outcome is earning a certificate/industry certification. Kevin Gotts, Alpha and Omega Financial, mentioned that more is better. Employers like hiring students that have more experience and knowledge, so it does not hurt the student to have industry certification although it may not be required. Final outcomes are building self-confidence and the ability to work as a team. These two outcomes are more based off of a student's personality, but we can find different activities in class to help promote these outcomes. Kevin Gotts, Alpha and Omega Financial, mentioned that self-confidence is not the problem. He said that many people have self-confidence. The problem is career competence. Kevin Gotts, Alpha and Omega Financial, recommended we change self-confidence to career competence.

Rachelle asked if all of the classes are still relevant. Kevin Gotts, Alpha and Omega Financial, mentioned that students should learn different systems that do the same thing. Employers like to see skills that are transportable to the programs and software that they are using. For instance, we teach a lot of the Google platform and all of the services it provides, but another company may use Outlook for many of the same features that Google Mail offers.

Rachelle asked if our students need to know MS Access. Linda Bouman, SELACO, mentioned that most people do not use it. Kevin Gotts, Alpha and Omega Financial, added that while many databases may be created and even use Access, the students do not need to know how to make the databases because they are already made a ready to use. Lorena Mares, instructor, says that is why we do not teach Level two. Kevin Gotts, Alpha and Omega Financial, said that we are missing a Client Resource Management (CRM) software. These software platforms allow for a company to keep track of its clients birthdays, hobbies, special interests, etc. This is helpful when it comes to cross selling different items. Kevin thinks that we should find a way to add this into our career pathways. If we add a Sales Assistant career pathway, which Kevin mentioned earlier, then the class would fit best into that program. If we are not looking into the class, it should be added as a class or a supplement to a pre-existing class. Kevin Gotts, Alpha and Omega Financial, also mentioned that some popular CRM software companies are Gold Mine, Sales Force, and Red Tail.

Adjournment

Nancy thanked everyone for coming and contributing to today's Office Occupations Advisory Meeting. She mentioned that everything will be discussed with Chuck, and we will look into what changes we will be able to make.

Transcribed by: Melissa Van Aalsburg

Signature: _____ Date: _____