# LOS MEDANOS COLLEGE

## EMP CORE GROUP – MEETING NOTES
### November 7, 2019

1.) **WELCOME & INTRODUCTIONS:** Chialin and Diane welcomed the EMP Core Group to the meeting and brief introductions were made.

2.) **AGENDA:** The group accepted the meeting agenda.

3.) **EMP CORE GROUP MEMBER COMMUNICATION PLAN:** The group reviewed the EMP 2020-2025 website and the list of Core Group Members, including their roles and communication responsibilities. Rochelle Arnold volunteered to report-out on EMP to the General Education (GE) Committee. BethAnn will report-out to the Distance Education (DE) Committee.

4.) **SOAR SURVEY:** The SOAR Survey is a qualitative survey on strengths, opportunities, aspirations, and results that is part of the data gathering process. In spring 2020, a more quantitative survey will be conducted. The results from both surveys will be analyzed, synthesized, and reviewed to extract emerging themes in an effort to develop our new EMP 2020-2025 goals. The group had some discussion on how best to move forward with college-wide completion of the SOAR. The following ideas were suggested:

   - Firstly, change the term in the SOAR Survey from "we" to "LMC". For example, "To what does LMC aspire? What is LMC's preferred future?"
   - Senates and Committees could complete the SOAR in their meetings from a general viewpoint. However, it is noted that the fall 2019 semester is drawing to a close and the majority of the Senates and Committees have full agendas for their next couple meetings. It is doubtful at this point, that there will be room to complete this as a constituency or committee during a meeting.
   - E-mail the SOAR and instructions to the college and have Senate Presidents and Committee Chairs place a two-minute agenda item (in fall 2019) to encourage their members to complete the online SOAR Feedback Submission Form.
   - Chialin and/or BethAnn will e-mail the EMP Core Group with the SOAR instructions and the plan for dissemination of the SOAR survey to Senates and Committees.

5.) **EXTERNAL DATA:** The EMP Core Group was e-mailed four (4) external data sets. The Core Group broke-out in to several smaller groups to review, discuss, and provide feedback on a dataset. Chialin will e-mail the EMP Core Group a link to an online submission tool to provide any feedback on any of the external datasets. Additionally, members are encouraged to e-mail Chialin and/or Diane should they have any questions on the datasets. *Please see the next page for the EMP Core Group Meeting Notes on External Data Implications*

# EMP CORE GROUP - EXTERNAL DATA IMPLICATIONS
## [EMC Core Group Planning Session – November 7, 2019]

### SET 1: STATE AND COUNTY POPULATION DATA AND GROWTH PROJECTIONS

- Future Support and Services; connect with county health agencies
- Future Programs; short term stackable certificates; Increase non-credit for employment needs
- Increase growth in Brentwood and Oakley; more Brentwood center classes
- Future partnerships; enhance adult education; more with Trilogy (65 and up) and community education/life-long learning
- Gather the cyclical economic data to ensure we plan appropriately
- Possible child-care needs
- Increase 25-39-year-old students; need for schedules to get in and out; flexible options (night, hybrid/online, short-term, etc.)

### SET 2: SNAPSHOT DATA – FOUR LARGEST CITIES IN LMC SERVICE AREA (2017)

- Veterans population is nearly 3 times in Pittsburg as large as the CCC.
- Increase percentage of foreign-born population in Antioch and Pittsburg in comparison to CCC.
- Pay attention to 35-44-year-old Hispanic/Latinx females who have the highest poverty rates in CCC.
- African American students have the highest dropout rates in CCC.
- Missing: Dropout rates for LMC feeder HS's.
- Feedback: Pg. 4 of 6-The second bullet wording is misleading for the data with the Asian population. They have the lowest percentage of HS/GED because they have the highest percentage of bachelor's degree.

### SET 3: COUNTY ECONOMIC AND LABOR MARKET DATA, PROJECTIONS, AND LMC PROGRAM GAPS

- Consider students next steps; ex: transition, locations, etc.
- FAFSA is not based on local needs.
- Disconnect between top 5 growing industries and LMC program offerings.
- Locate community partnerships for programs not offered.
- Meetings, converting and event planner (Business ADT)
- Environmental science and protection technicians, including health-STEAP but could become a full degree.
- Significant gap of current and emerging needs in relationship to LMC's current programs of study. (Healthcare is a glaring standout)
- Disaggregate Alameda from Contra Costa.
- Program gaps need to be addressed with K-12 at adult eds in MIND and Clear Programs of study aligned to labor market needs.
- Non-Credit development in 2018/2019 and 2019/2020 has started to address construction, warehousing/logistics.
- Pillar 1 and CTE investigate/assess and recommend programs of study that align to data needs.
- Align existing programs to needs.  i.e. waste management-what skills? Wastewater already uses/recruits from ETEC/PTEC.  Bart recruits from auto.
- Value and recognize importance of program revitalization and discontinuance.

## SET 4: K12 AND HIGH SCHOOL ENROLLMENT PROJECTIONS AND COMPLETION DATA

- Should see an increase in enrollment.
- African American students (DI population) have an almost double drop-out rate compared to state.
- The challenges facing African American students is more systemic.  Our aspirations/goals must give support to these students that goes beyond just the institution.
- That there is a lot of population (i.e. decrease ???) to grow to.  For example, the under 19-Year-old population is small as they get older they will replace the 18-39 but the population will become smaller.
- Market as more than just a transfer institution.