LOS MEDANOS COLLEGE

EMP CORE GROUP – MEETING NOTES
December 5, 2019

1.) WELCOME

2.) AGENDA
- The EMP Core Group reviewed and agreed with the meeting agenda.

3.) OVERVIEW OF PROPOSED MODIFICATIONS TO EMP KEY TIMELINE & EMP SOAR:
- The group reviewed the EMP 2020-2025 timeline specifically the dates for opening, disseminating, and closing the SOAR survey. The core group members requested an e-mail reminder be sent to complete the SOAR activity. BethAnn will e-mail the reminder tomorrow

4.) EMP CORE GROUP COMMUNICATION – COLLEGE FORUM DATES:
- The three (3) EMP 2020-22025 forum dates and times in February were reviewed and accepted by the EMP Core Group. Those dates are as follows:
  - LMC Employees Forum: **Monday February 10, 2020 3-5:00 p.m. in L-109**
  - LMC External Community/Educational Partners Forum: **Friday February 21, 2020 9-11:00 a.m. in L109**
  - LMC Students Forum: **Monday February 24, 2020 1-3:00 p.m. in L-109**
- BethAnn will e-mail the EMP Core Group a spreadsheet for members to complete with their availability to assist in the facilitation of one, two, or all three of the February EMP forums. Following completion of availability, BethAnn will send Outlook invitations for the retreat(s) that members indicated availability for.

5.) EXTERNAL DATA IMPLICATIONS:
- The core group reviewed the External Data Implications noted from the November meeting.
- It was added that Diane will attempt to get the Alameda and CCC Industry Sectors disaggregated.
- Chialin will send the Aspen data to Diane
- Ryan Pedersen and/or Nikki Moultrie will send the STEM data to Diane.
- It is also added to change the 0% indicated for the Fall-to-Fall 2018-19 persistence rate on the data.

6.) INTERNAL DATA REVIEW:
- Diane began the dialog by commenting on how our internal data shows that LMC is doing great work. The purpose of this review and dialog is to provide context to the numbers shown in the internal dataset.
- The following information for the Internal Data Review was noted:
  Student Demographics & Characteristics
  - The headcount at Pittsburg Campus and Brentwood Center has increased.
  - The headcount for the under 20 years old age group has increased which is mostly due to dual enrollment and that all of our feeder high schools are filled to capacity.
  - It is questioned why the multi-racial group has decreased especially given recent studies that show that this particular demographic group is increasing.

- o It is interesting that the 20-24 years old age group has decreased. This could be due to changes in the economy or an increase in employment for this group that indicates fewer of this particular demographic are going to college.
- o The variance in the Financial Aid Status section maybe incorrect as it appears as though there are errors in the numbers. (i.e. 2014 only adds up to 88%, -12.7% could be incorrect). There are Issues with Excel in the variance column (variance is a percentage of the whole). A description should be added on what percentages and/or variances are. Chialin and Diane will review the spreadsheet, variance and numbers to ensure accuracy.
- o An implication of the data, is questioning why is Career Development decreasing.

Success, Persistence & Retention

- o There is a correlation between the headcount and success rates. We are increasing our headcount(s) and students are also becoming successful.
- o A review of rates by course delivery methods noted an increase in Hybrid Courses from 0% to 1%. The Hybrid #1 and #2 courses are very small. We should look at what types of 100% online courses are offered, as some of them could be one unit courses. We should "tease" out some of the online course data to better tell the story, as some of the online course data could be better explained due to small class sizes or a skills class.
- o While we need to be mindful that some of our student population does not want to take a class online and prefers the face-to-face courses; an implication of the data is that LMC needs to grow our online course offerings.
- o What about short-term courses offerings during the 16-week semester? From a CTE/Skills Certification standpoint these short term classes may work better for some students. Additionally, it is noted that short term courses seem to work better for our Adult Ed populations. Although, these populations are generally not very tech-savvy so online short term courses can prove to be more difficult for these students to successfully complete.
- o SEM has received and reviewed the EMP external data as well.
- o It is noted that the new OEI agreement has changed the goals, criteria and evaluation for quality improvement of online instruction. Due to these changes we may experience a temporary decrease in online enrollment.
- o It is noted that the decrease in the number of BSI course enrollments could be due to AB705.
- o Another implication is to see if there is a difference between CTE degrees and CTE certificates in relation to the courses. Is there a correlation between those programs that are both CTE and Transfer?
- o The CTE courses data was gathered as coded in MIS.
- o The economy is better therefore, an assumption based on data and experience is that sme of our students may not be completing programs, just completing courses for re-certification in their jobs. This includes some stand-along CTE courses such as CPR and IV Certification.
- o It would be helpful to disaggregate the degrees between transfer and non-transfer.
- o Diane and Chialin will take another look at the EMP data workbook to further "drill-down" into the source of the data.
- o The Fall-Fall Persistence rates would be easier to review and absorb if we had the real numbers instead of percentages on top.
- o The 25-49 year-old student population had an increase in the headcount and Fall-Fall persistence rates. Additionally, it is noted that this is the largest growing population in our area.
- o On page 4 check table on persistence for 2017FA and getting data for 2018FA, so fall-to-fall persistence from 2017 to 2018 can be included.
- o Next meeting we will be looking at programmatic data.