

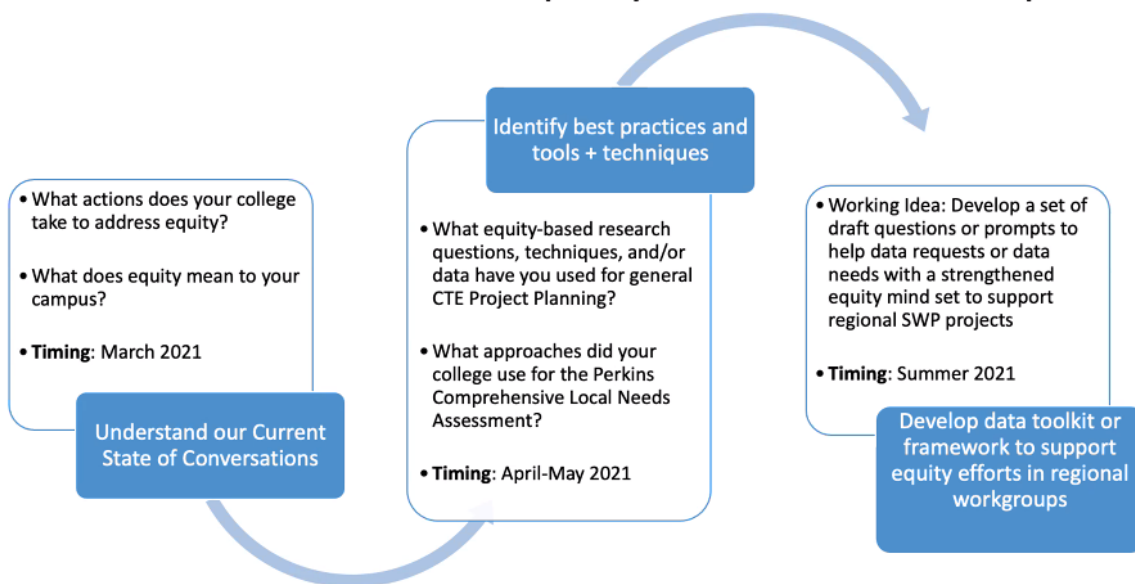
Attendees: Rafael Ayala, Tina Ngo Bartel, Alexander Berry, Britney Carroll, Robert Chu, John Edwards, Priscilla Fernandez, Madison Harding, Brianna Hays, Hai Hoang, Michael Large, Anda McComb, Rachel Miller, Amertah Perman, Jesus Rivas, Nichol Roe, Monica Romero, Edgar Romo

A. Berry called the meeting to order at 1:03 pm

Introductions and Check-in, 1:03 pm

Equity Conversation Follow-up, 1:05 pm

Data and Research: Equity conversation plans



M. Romero said that the equity conversation occurs in Perkins when campuses dive into that data, but none of the Strong Workforce Program (SWP) recommendations talk about equity. SD Mesa College had to start its own equity workgroup to address this for SWP.

A. Perman said that we need to give the region a toolkit with equity-related questions to ask the data.

A. Berry asked the group to think about tools and techniques, including facilitation techniques or particular data reports that you like. What approaches did your college use for the Perkins Comprehensive Needs Assessment?

H. Hoang said that Mesa College has clear equity dashboards, which have concrete and detailed information. For example, a program can look at the dashboard and see how many students the program needs in the course to close the equity gap. The dashboards clearly identify equity gaps in the courses.

M. Romero asked if we could start a repository of the documents, dashboards, etc. of everything related to equity efforts and research.

Regional Program Recommendation Process Methodology Update, 1:21 pm

J. Edwards explained San Diego-Imperial Center of Excellence (COE) regional program recommendation process and also gave a rundown of Orange County/Inland Empire Rubric to compare processes.

COE process evaluates five metrics:

- Does a supply gap exist

- Living wage (Entry-Level)
- Number of annual openings
- Expected level of education
- Number of institutions that provide training

Pros:

- Each of the 216 combinations for the metrics are set
- Flexible with recommendation, if no community college offers a program
- Or has an entrepreneurship component

Cons:

- Can get messy with multiple occupational reports
- Difficult to replicate for a methodology

Orange County has a three metrics based on points:

- Annual Job Openings
 - Will there be enough annual job openings (AJO) for students in the region?
 - New Job Growth or Decline
- Wages, Above or Below
 - Regional Wage
 - Perkins V Wage
 - Living Wage for 1 Adult and 1 Child
- Supply and Demand
 - What is the educational supply gap?

Points by Metric

| | | |
|-------------------|----|------|
| AJO/Growth Points | 30 | /35 |
| Wages Points | 35 | /35 |
| Supply Gap Points | 30 | /30 |
| Total | 95 | /100 |

This process needs to go through a few dozen reports before figuring out where the points land (ex. Over 90 = proceed?). It is difficult to decide what is too harsh or too lenient.

Pros:

- It's simple
- Can adjust point scoring based on the fields
- Could potentially add educational requirement as a score

Cons:

- Only three metrics are considered
- Not useful for emerging occupations
- No extra considerations

Various committee members believe that the current process is working and that it is too risky to lose potential programs over the lack of extra considerations. It would be appreciated if a public rubric was published so that the campuses are able to see how determinations are made.

Faculty Institute Community of Practice, 2:05 pm

Reminder that registration for Faculty Institute professional development courses deadline is on Thursday, April 15.

Updates from Last Meeting, 2:08 pm

T. Ngo Bartel gave quick note about Pandemic Resilient Jobs update and eNews it was released in as well as provided location of WBL Framework and Glossary in Dropbox.

Roundtable Updates, 2:17 pm

No updates.

Adjourn, 2:18 pm