

July 29 mtg notes

①

#4 category - name change to  
"Equity" (student equity)  
• demographics?

- issues with connecting students to a program.
- don't forget that we're restricted by (quality/type) of data we actually have.
- limit #4 to just ethnicity & move other criteria to #5?
- providing great access to those in need should be rewarded.

difficulty; how to  
measure #4 & #5 etc.

• Surveys aren't very good (?)  
one measurement that may  
work —

Visible community programs  
get funds from the  
community (donors etc)  
a reflection of community  
support. — Foundation

→ (sales/events/donations) ?  
Something measurable

auxiliary accounts

• how do we measure gender/age - far CTE but socio-economic?

• a majority of our students get BOG waivers - mostly socio-economic disadvantage  
• over 50% women

↳ broadly affected by all cuts.

• under represented students over a certain % in a program → over X% from Y demographic.

example: deaf students or disabled students in adaptive PE

4

- define "predominantly"
- significant loss of access to Cabrillo

~ 90% of our students are under-prepared.

- 2 std deviations for #4 (37%<sup>median</sup>?) data? 30% at zero - upwards & down → run test data to see what it looks like points only above
- consistent w/ procedures for other data.

• Discussion of 10% #4 & 5% #5 → come back to this after #5 criteria better defined.

# #5 Community

(5)

where start for metrics →

- \$ scaled by size (general fund?) of program - not constant \$ ? general agreement...
- external funds.

(excluding grants - not stable, very different etc...) →  
and not really community.  
(state, federal etc.)

→ built around community for student learning → eg dental clinic run by students (learning & outcomes)

• ongoing vs. 1-time \$  
→ hard to determine people's intentions.

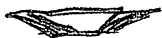
Foundation Data may  
clarify discussion.

(6)

2<sup>nd</sup> category — donor funds  
weighted less than  
ongoing funds(?) ticket/event  
sales?

→ not general college \$ →  
designated for a program or  
program-specific ...

→ combine or separate  
different sources/types of \$  
• student-centric \$ or not?  
student opportunity (focus)



7

① after discussion  
weigh #4 & #5  
equally at

$7\frac{1}{2}$  % each

---