# MT. SAN ANTONIO COLLEGE

## REGULAR MEETING OF THE BOARD OF TRUSTEES

**Wednesday, October 24, 2012**

**MINUTES**

**CALL TO ORDER**

The regular meeting of the Board of Trustees of Mt. San Antonio College was called to order at 6:03 p.m. on Wednesday, October 24, 2012. Trustees Baca, Bader, Chen Haggerty, Chyr, and Hall were present.

**STAFF PRESENT**

Bill Scroggins, President/CEO; Virginia Burley, Vice President, Instruction; Mike Gregoryk, Vice President, Administrative Services; and Audrey Yamagata-Noji, Vice President, Student Services.

**1.  PUBLIC COMMUNICATION**

None.

**2.  CLOSED SESSION**

The Board adjourned to Closed Session to discuss the following items:

- **Conference with Legal Counsel – Settlement Agreements** (one case)

- **Conference with Labor Negotiators Virginia Burley, Vice President, Instruction; and Bill Scroggins, President & CEO, per California Government Code Section 54957.6.**
  Faculty Association; CSEA, Chapter 262; and CSEA, Chapter 651

- **Letter from Legal Counsel – The Brown Act - Government Code Section 54963**

- **Public Employee Performance Evaluation**
  President & CEO

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*The Board reserves the right to modify the order of business in the manner it deems appropriate.*

*Closed session shall not extend past the designated time, but should the business considered in closed session require additional time, the Board shall reserve time after the public meeting to continue discussion.*

3. **PUBLIC SESSION**

The public meeting reconvened at 6:36 p.m. The Pledge of Allegiance was led by Kelly Ford, former Women's Softball Head Coach.

4. **INTRODUCTIONS AND RECOGNITION**

- **Introductions**

  The following new appointed Classified staff members were introduced to the Board:
  - **Jolene Chong**, Clerical Specialist (Bridge Program) (absent)
  - **Amy Jimenez**, Clerical Specialist (Technology & Health Division) (present)
  - **Annel Medina**, Educational Research Assessment Analyst (Research & Institutional Effectiveness) (present)

- **Recognition:**

  - Awarding of a Certificate of Service to the following retiring Auxiliary Services employee:

    - **C. Sid Young**, Director, Accounting, 13 years of service (absent)

  - **Kelly Ford**, Women's Softball Head Coach, accepted position as Women's Softball Head Coach at Cal State Fullerton, after 11 years with Mt. SAC (present).

  - Presentation of American Red Cross Donor Awards Related to the Two-Year Community College Blood Drive and the Community College "Out for Blood" Competition (Dean Sue Long). Dean Long said that 1,285 units of blood were donated this year. During the summer, which is a slow time of the year, 200 units were donated, and 113 units were donated during the winter. Dean Long turned over her responsibilities for this annual event to Maryann Tolano-Leveque, and she presented a plaque to Associated Students President Ahmad Azawi.

5. **APPROVAL OF MINUTES**

It was moved by Trustee Baca, seconded by Trustee Hall, and passed to approve the minutes of the regular meeting of September 12, 2012. Student Trustee concurred.

6. **REPORTING OF ACTION TAKEN IN CLOSED SESSION**

- Regarding item No. 1: The Board voted 5-0 not to approve a settlement in the amount of $239,373.26 from R. C. Construction Services Inc., which equates to 33% of their base claim. However, the Board voted 5-0 to reduce R. C. Construction Services, Inc.'s retention held on their contract from 10% to 5%, to be executed at Administration's discretion.

- Regarding item No. 2: None.

- Regarding item No. 3: None.

- Regarding item No. 4: None.

7. **PUBLIC COMMUNICATION**

- Yomeri Gonzalez Castuera, Amayvani Ochoa, Grace Kim, Michelle Ecarma, Akran Khan, Hira Rizvi, Melissa Candell, Dennis Lee, and Nora Azzawi, all Mt. SAC students, spoke in support of the Associated Students Resolution No. 12-03 regarding Proposition 30. They urged the Board to support it, as well. They talked about the hardships that are being caused by the budget cuts and the fear of what lies ahead if Proposition 30 doesn't pass.

- Barbara Gonzales invited everyone to attend Mt. SAC's Developmental Education Study Team's Follow-up Session to Parachutes and Ladders on October 26, 2012, 1:00-3:00 p.m. She also spoke about a white paper written by Dr. Gary Rhoades, Center for the Future of Higher Education, dated April 2012, entitled *Closing the Door, Increasing the Gap: Who's not going to (community) college?*

8. **REPORTS**

- Reports by the following constituency leaders were given and are posted on the College website with these minutes:

  - Ahmad Azawi, Associated Students President
  - Eric Kaljumagi, Academic Senate President
  - Deejay Santiago, Classified Senate President
  - Jennifer Galbraith, Faculty Association President
  - Laura Martinez, CSEA Chapter 262 President
  - Johnny Jauregui, CSEA Chapter 651 President

9. **BOARD COMMUNICATION**

A. Trustee Bader read the following reminder: "At this time, the Board of Trustees will report on matters related to attendance at conferences, professional affiliations, and community involvement directly related to their functions as Board members."

B. All Board members shared the following comments:

- Welcomed new employees.

- Congratulated the retiring employee.

- Bid farewell and best wishes to Kelly Ford, former Women's Softball Head Coach.

C. Student Trustee Marin reported the following:

- She's looking forward to attending the Fall Leadership Conference in Lake Arrowhead.

- She'll be attending the Student Senate General Assembly sponsored the Student Senate for California Community Colleges Conference this weekend.

- She thanked all of the Associated Students for having the courage to get up and speak at tonight's Board meeting, and she thanked Maryann Tolano-Leveque for all of her support.

- She urged the Board to consider the Associated Students' resolution in support of Proposition 30.

D. Trustee Baca reported the following:

- He thanked the Associated Students for their articulation in presenting their case in support of Proposition 30.

- He attended the choral fund-raiser last month and wishes Bruce Rogers well on the trip to China.

- He attended the Walnut Family Festival.

- He attended the Buckboard Days event and had a very nice time.

- He'll be attending the Associated Students Leadership Conference in Lake Arrowhead this weekend.

E. Trustee Chyr had nothing to report this month.

F. Trustee Hall reported the following:

- He attended the choral fund-raiser for the China trip earlier this month, and he presented a check in the amount of $5,000 from Champion Power Equipment, a major donor for this event. His offer to donate $5 per ticket sold is still good, and he solicited the final number of tickets sold.

- He attended the Walnut Family Festival.

- He attended the Buckboard Days event.

- He attended the "Puttin' on the Hits" cast party recently.

- He's looking forward to participating in the Associated Students Leadership Conference this weekend in Lake Arrowhead.

G. Trustee Chen Haggerty reported the following:

- She thanked Trustee Hall for providing the rental vehicles for the many parades in Mt. SAC's district.

- She attended the Buckboard Days parade.

- She urged everyone to support the students.

- She reminded everyone that there will be difficult years ahead and urged everyone to work together.

H. Trustee Bader reported the following:

- She was sorry that she missed the International Students Reception; so, she made an appointment with a student from Ukraine, that a friend of hers knew, and the student was so excited about attending Mt. SAC.

- She attended the choral fund-raiser and brought her college roommate with her, who enjoyed the concert very much. The Pomona Rotary Club contributed $1,000 toward the team's competition in China.

- She was involved in an event entitled "Celebrating with Style," a Pomona Hospital Board event, where she was the moderator, and all of the models were cancer survivors. She mentioned that Mike Gregoryk attended, and he and Trustee Hall made very nice contributions to this effort.

- She attended the SanFACC meeting last Friday, where talks of Proposition 30 were on everyone's minds. She talked about the cutbacks that some of the community colleges will be facing if Proposition 30 doesn't pass.

- She commended the students for coming forward and speaking to the Board regarding their support for Proposition 30.

## 10. PRESIDENT SCROGGINS' REPORT INCLUDED THE FOLLOWING:

- He welcomed new employees.

- He congratulated the retiree.

- He attended the California STEM Learning Network conference in San Diego. The group is part of a national movement on upgrading the standards for science, technology, engineering, and math, which were last adopted in 1998. The keynote speaker was Kareem Abdul Jabbar.

- He will be attending a Show-Cause Accreditation Visit to College of the Redwoods, in a couple of weeks.

- He thanked Kelly Ford for her many years of good service to Mt. SAC.

- He thanked Johnny Jauregui, President, CSEA 651; and Mindy Markowitz, Labor Negotiator for CSEA 651, for sitting down at the table and signing an MOU with the District.

- Mike Gregoryk, Vice President, Administrative Services, indicated that, over the past nine months, the College has been looking at different construction delivery methods and analyzing options, including what's historically been done, in order to prepare for the possible ability to sell bonds in August 2013, which is looking pretty good. Mr. Gregoryk introduced Gary Nellesen, Director, Facilities Planning and Management, who gave a presentation on the Lease/Leaseback Construction Delivery Method. He mentioned that there's an Action item in tonight's agenda that addresses construction services.

  Mr. Nellesen compared the various construction delivery methods, i.e., Hard Bid/Multiple Prime, which consists of the lowest responsive/responsible bid, most commonly used and the highest cost and schedule risk; Design-Bid, which consists of costs are known up-front, common with community colleges, an open selection process, and a loss of control over scope and quality; and Lease/Leaseback, which is very common for K-12 construction, establishes costs before construction starts, the best value procurement, the best contractor prequalification process, lowest risk for claims or cost overruns, and lowest risk of delay.

  Twelve firms attended the pre-proposal meeting, and eight firms submitted 50-page proposals for the Lease/Leaseback Contractor Selection Process. The Initial Selection criteria used included: price and financial capacity; technical expertise; relevant projects; and safety. The Second Phase Selection involved interviews with the Facilities Advisory Committee and the Facilities Planning and Management Team. Five firms

were ranked, and the top two were recommended to senior management. The final interview took into consideration final evaluation of fees, financials, and references; and recommendation and first award went to Tilden-Coil Constructors, Inc. They are a local firm (Riverside) with 70 years in the business; they are a public school specialist; they are a Lease/Leaseback specialist (19 projects); their earnings are $250 million per year; they are a 90-person firm; and they have available capacity for Mt. SAC's work.

The next steps include preconstruction services (five smaller projects), construction services, and project close-out.

It was asked that, if Tilden-Coil is the best candidate for this method, why hasn't Mt. SAC used them in the past. Mr. Nellesen introduced Dayne Brassard, the Executive Vice President of Tilden-Coil Constructors, Inc., and asked him to answer that question. Mr. Brassard said that, in the past, Mt. SAC has always had a construction manager who has had subcontractors doing the work, and Tilden-Coil doesn't typically bid trade work. He indicated that they're a mid-size firm that is very well known in Southern California as an educational builder.

It was asked if there is a point at which competitors submit a sealed bid. Mr. Nellesen indicated that there is at the subcontractor level and then turned over to Tilden-Coil, whose markups have already been established in the selection process. Mr. Brassard indicated that their process is very transparent; that they create a binder that contains every bid for every project that is then turned over to Mt. SAC for review. He said the binder would contain spreadsheets for each bidder, with Tilden-Coil's recommendation; however, the final decision would be the College's.

It was also asked how it is known that Mt. SAC is paying a fair price for projects, and Mr. Nellesen answered that third-party estimators will be used, when needed. He also indicated that awards are given project by project.

Mr. Brassard was asked what other Lease/Leaseback projects have they done in the area, and Mr. Brassard indicated that they just finished a new stadium, and they are in the middle of constructing a very high-end performing arts building at San Dimas High School. He said they've done several projects for L. A. Unified in the last five years, and they are currently involved at Long Beach K-12.

It was asked what the cost savings would be with this method versus the old method, and Mr. Nellesen said that there's an estimated 2% savings using the Lease/Leaseback method.

Mr. Nellesen's report is posted on the College website with these minutes.

11. A report was given by Dr. Audrey Yamagata-Noji, Vice President, Student Services, on the Student Success Initiative (Senate Bill 1456); Title 5 Section 58108, Mt. SAC Student Success Plan.

Dr. Yamagata-Noji pointed out that there are many initiatives and many directives impacting community colleges under the umbrella of "student success," including the Pell Grant Limitations – a maximum of six years (12 semesters) of full-time enrollment and dissolution of the ability to benefit provisions for non-high school graduates (effective Fall 2012).

Key points of SB 1456 (the Student Success Act) include:

- mandatory orientation and assessment;

- common assessment (required in order to receive funds);

- mandatory student education plans that lead to a declared course of study within a prescribed timeframe;

- a focus on core services of counseling and advisement; and

- additional eligibility requirements for BOG Fee Waivers (meet academic and progress standards and less than either 100 or 110 units)

The phase-in timeline provides for 2012-13 as the System-Level Planning Year (SB 1456 is effective January 1, 2013), with implementation workgroups meeting to develop new Title 5 regulations, allocation formulas, and MIS data elements. 2013-14 will be a College-Level Planning Year to develop "Student Success and Support Program" plans; 2014-15 will be the College-Level Implementation Year 1; 2015-16 will be the College-Level Implementation Year 2; and 2016-17 will be the College-Level Implementation Tear 3.

Dr. Yamagata-Noji mentioned that, in the areas of "ready compliance," Mt. SAC already has mandatory assessment and orientation, Mt. SAC will be prepared for large-scale educational planning through implementation of DegreeWorks, and Mt. SAC already monitors and enforces "satisfactory academic progress standards" (probation/dismissal) for all students including students receiving Board of Governors' fee waivers. Areas of concern include funding, common assessment, and student notification.

Title 5 Section 58108 – Enrollment Priorities builds upon the Student Success Task Force recommendations by prioritizing access for certain groups of students. It prescribes how local districts should provide priority registration and outlines complex requirements for students to lose priority registration. Key elements include: to receive priority, new students must have completed orientation, assessment, and "developed student education plans" (per SB 1456); and continuing students lose priority for being on academic or progress probation for two consecutive semesters or having earned more than 100 degree-applicable units (excluding ESL and basic skills). Other key elements include that colleges must have an appeals process available; beginning Spring 2013, colleges must notify students who are on probation or who have earned 75% or more of the 100-unit limit, of their potential loss of priority registration; and full implementation is Fall 2014.

Mt. SAC's implementation of Section 58108 will follow the shared governance process with the Student Preparation and Success Council, recommending changes to AP 5055 – Enrollment Priorities. Programming will need to be completed in order to restrict priority to only students who have completed assessment and orientation and who meet other eligibility restrictions; a student "notification system" will need to be developed to "warn" students about their potential loss of enrollment priority and BOG waiver and Pell Grant eligibility; and DegreeWorks (Mountie Academic Plan) is set to launch in the Winter/Spring of 2013 to enable counselors, and advisors to develop electronic student education plans.

The net result of these "Student Success" initiatives is that certain students will lose some access and certain students will be prioritized.

Mt. SAC initiated a Student Success Plan in February 2011, when 60 faculty, managers, staff, and students met to develop strategies to improve student success. The three main foci of the plan include engagement/persistence; assisting students in developing their own goals; and completion of the basic skills course sequence. The Plan has now been approved by the Academic Senate and the President's Advisory Council. An overview

meeting will be held in November to review the recommendations with various college committees, departments, and work groups.

More information regarding this plan can be found in Dr. Yamagata-Noji's presentation, which is posted on the College website with these minutes.

## 12. CONSENT AGENDA

- Trustee Bader indicated that, on Consent item No. 7, in the first paragraph, the annual cost of approximately $10,000 should be $13,000.

- It was moved by Trustee Chen Haggerty, seconded by Student Trustee Marin, and passed to approve or ratify the following items:

**ADMINISTRATIVE SERVICES**

1. Approval of the Appropriation Transfers and Budget Revisions Summary.

2. Ratification to hire various Independent Contractors in order to acquire the expertise needed to accomplish College goals and to meet deadlines. These individuals were originally submitted to Auxiliary Services as vendor payment requests.

3. Approval to hire various Independent Contractors in order to acquire the expertise needed to accomplish College goals and to meet deadlines.

4. Approval of Resolution No. 12-04, Designate Representatives to JPA Meetings.

5. Approval to reject a Claim Against the District by Employee Number Ending in 4588 and that Administrative Services is instructed to notify the claimant and his legal counsel of the rejection in accordance with Government Code Sections 910 through 915.4.

6. This item was pulled and acted upon separately (see paragraph No. 13).

7. Approval to renew the contract with Turbo Data Systems Inc., to provide handheld citation devices for use by the Mt. SAC Public Safety Department.

8. Approval of a five-year Working Agreement Between the Los Angeles County Sheriff's Department and Mt. San Antonio College, in compliance with California Education Code Section §67381.

9. Approval of the Twentieth Amendment to the Master Agreement By and Between Mt. San Antonio College and Mt. SAC Auxiliary Services, effective July 1, 2011, through June 30, 2016.

10. Approval of a contract with PayPal, Inc. to provide electronic processing of credit and debit card payments for the parking meters located on the south side of Temple Avenue.

11. Approval of contracts with PayPal, Inc. and American Express to provide electronic processing of credit and debit card payments for the College Box Office.

12. Approval to purchase furniture for the Child Development Center.

13. Approval of agreements to provide Professional Design and Consulting Services with HMC Architects for the Athletic Complex Precinct Plan project; Pal id studio Inc. for Small Facilities Projects; and P2S Engineering, Inc. for the Self Generation Technologies Evaluation Report project.

14. Approval of the following Bid:

- Bid No. 2921     Child Development Center – Community Playthings (Contractor).

15. Ratification of the following Change Orders:

- Bid No. 2831     Child Development Center – Moore Flooring (Flooring Contractor) – Change Order No. 1.

- Bid No. 2844     Design Technology Center – Evans Brothers, Inc. (Site Prep & Site Utility Relocation Contractor) – Change Order No. 7.

- Bid No. 2847     Design Technology Center – Columbia Steel (Structural Steel Contractor) – Change Order No. 5.

- Bid No. 2858     Administration Building Remodel – DSG Corporation (Heating and Ventilation Contractor) – Change Order No. 4.

- Bid No. 2906     Culinary Arts Remodel – G and G Electric (Electrical Contractor) – Change Order No. 1.

- Informal Bid     Agricultural Sciences Building Chiller Line Relocation – Los Angeles Air Conditioning (HVAC Contractor) – Change Order No. 1.

16. Ratification of the following Contract Amendment:

- Contract     Child Development Center – Global Geo-Engineering, Inc. (Professional Design and Consulting Services) – Amendment No. 2.

17. Approval of the following Completion Notices:

- Bid No. 2844     Design Technology Center – Site Prep & Site Utility Relocation, Evans Brothers, Inc. (Contractor)

- Bid No. 2847     Design Technology Center – Structural Steel & Miscellaneous Metals, Columbia Steel, Inc. (Contractor)

- Bid No. 2848     Design Technology Center – Casework, Lozano Caseworks, Inc. (Contractor)

- Bid No. 2849     Design Technology Center – General Construction, R.C. Construction, Inc. (Contractor)

- Bid No. 2851        Design Technology Center – Plumbing, HPL Mechanical, Inc. (Contractor)

18. Approval of the following Proposed Gifts and Donations to the College:

- Jewell Buttery – Assortment of Electrical Supplies, valued by donor at $3,000, to be used by the Natural Sciences Division.

## HUMAN RESOURCES

19. Approval of Personnel Transactions, dated October 24, 2012.

## INSTRUCTION

20. Approval for the Mt. SAC Turf Team to attend the 9th Annual Student Challenge at the Sports Turf Manager Association's Annual Conference and Exhibition in Daytona Beach, FL, January 15–19, 2013.

21. Approval of 2012-13 Special Events expenditures and contracts.

22. Approval for the Chamber Singers and Singcopation to perform at the Xinghai Prize International Choir Competition in Guangzhou, China, November 8-12, 2012.

23. Approval for the Chamber Singers to perform at the American Choral Directors Association Conference in Dallas, TX, March 13–17, 2013.

24. Approval of repairs and upgrades to Mt. SAC's radio production studios.

25. Approval of activities and acceptance of funds for the Personal and Home Care Aide State Training Program grant.

26. Approval of activities and acceptance of funds for the Child Development Workforce Initiative grant.

27. Approval of activities and acceptance of funds for the Asian American and Native American Pacific Islander-Serving Institutions grant.

28. Approval of an agreement between the Child Development Center and CenterTrack.

29. Approval of activities and acceptance of funds for the Career Technical Education Community Collaborative grant.

30. Approval of acceptance of funds for the Child Development Training Consortium grant.

31. Approval of activities and acceptance of funds for the Workforce Innovation Partnerships grant.

32. Approval of additions and changes for courses in the Community Services Continuing Education Division.

33. Approval of a contract between the Center of Excellence and Full Capacity Marketing, Inc.

**STUDENT SERVICES**

34.    Approval to accept funds and approve extension of the Aid Success Project Agreement.

Motion carried.  Student Trustee concurred.


13.  **CONSENT ITEM #6:  AGREEMENT WITH MANAGEMEN, INC. AND THE CONTINUATION OF THE OS1 CLEANING PROGRAM THAT PROVIDES TRAINING AND SUPPORT FOR THE CUSTODIAL SERVICES DEPARTMENT, FOR AN AMOUNT NOT TO EXCEED $32,000 ANNUALLY**

It was moved by Trustee Hall and seconded by Trustee Baca to approve this item.

Trustee Hall said that he has concern that this program is being funded by Measure RR BAN funds, and he wants to make sure that we're on the right side of what we promised the taxpayers.  Gary Nellesen said that there are some cases where bond money is appropriate. For instance, ManageMen would be paid a consulting fee to come in and work with employees to analyze a new facility and create workload assignments.  This is the only case where bond money would be used to pay ManageMen; all the training and, even analysis on an existing facility, would be paid out of the Unrestricted General Fund.  Vice President Mike Gregoryk said that the custodial staff is now embracing this method of cleaning.  Dr. Scroggins said that, this is complicated by the fact that the custodial level is understaffed and training is still occurring due to the staff turnover.  Trustee Chyr asked how it takes over five years of consulting services to implement this program, and Mr. Nellesen said that we're leaving the contract open to add new facilities, and that the OS1 Program is building-specific.

Motion carried.  Student Trustee concurred.


14.  **ACTION ITEM #1:  MEMORANDUM OF UNDERSTANDING BETWEEN CSEA, CHAPTER 651 AND THE DISTRICT ON ARTICLE VIII:  HEALTH AND WELFARE BENEFITS AND OUTSTANDING PROPOSALS**

It was moved by Trustee Chen Haggerty and seconded by Trustee Chyr to approve this item.

Motion carried.  Student Trustee concurred.


15.  **ACTION ITEM #2:  AB1417/ACCOUNTABILITY REPORTING FOR THE COMMUNITY COLLEGES**

It was moved by Trustee Baca and seconded by Trustee Hall to approve this item.

Barbara McNeice-Stallard, Director, Research and Institutional Effectiveness, gave a presentation on this subject and indicated that, every year the College is required to do a presentation on, and have the Board interact with, the data for AB1417/Accountability Reporting for the Community Colleges, also known as ARCC.  This provides a basis for examining the metrics, or measurements, for community colleges across California.

President Scroggins said that this has become an annual item where local boards are required to review and then approve a report compiled by the Chancellor's Office on various performance measures for Mt. SAC.  The summary data shows Mt. SAC's comparison with its peer groups.  He noted that the Chancellor's Office defines the peer group and it changes for

each item of comparison. The attempt was to form peer groups of similar types. Board members reviewed the 2012 ARCC/AB1417 report and engaged in dialogue about the peer results and asked Barbara McNeice-Stallard, Director of Research & Institutional Effectiveness, many questions regarding the data and the programs that Mt. SAC currently has in place that might impact these numbers. Board members reacted favorably toward this presentation.

Ms. McNeice-Stallard's report and presentation are posted on the College website with these minutes.

Motion carried. Student Trustee concurred.

16. **ACTION ITEM #3:   PROPOSED REORGANIZATION OF THE FINANCIAL AID DEPARTMENT**

It was moved by Trustee Hall and seconded by Trustee Chyr to approve this item.

Much discussion took place regarding the level of service and staffing that will be affected by this reorganization. Audrey Yamagata-Noji, Vice President, Student Services, indicated that, with the loss of positions, some direct services with students will be affected, but not eliminated. The staffing level includes six specialists and five clerical support that serve the front counter, take in paperwork, and provide information to students. There are also a couple of short-term and part-time staff, as well. Dr. Scroggins indicated that this is one of Mt. SAC's better technology-enhanced programs. Dr. Yamagata-Noji also mentioned that the department is pretty paperless and fairly efficient compared to other colleges in terms of the number of students who are awarded and paid prior to school starting. The number of students applying for financial aid is growing at a very fast rate. The Assistant Director position is on tonight's agenda for approval, and the Systems Analyst position will be advertised soon.

It was asked if the Scholarship Program will be affected since the Scholarship Specialist position was eliminated, and Dr. Yamagata-Noji indicated that, yes, it was a budget cut, and there will probably be less direct assistance to students; but, it will still be there. The improved relationship with the Foundation will help streamline processes and free up staff time in order to work with students.

Motion carried. Student Trustee concurred.

17. **ACTION ITEM #4:  PROPOSED REORGANIZATION OF THE HIGH SCHOOL OUTREACH DEPARTMENT**

It was moved by Trustee Baca and seconded by Trustee Chyr to approve this item.

Dr. Scroggins indicated that, this is an area where service levels are being reduced. Due to the number of vacancies in this department, the high school on-campus services will not be provided, as in the past.

It was asked what services will be maintained, and Dr. Scroggins indicated that a different service model will be present, meaning more services on the Mt. SAC campus, such as Assessment Days, and less services on high school campuses.

Dr. Yamagata-Noji said that, instead of sending staff out to high school campuses each week, meetings with the superintendents and high school principals will take place to look at a different model. Twelfth-grade students do not take the CST test; they are required to be in school. There will be days when Mt. SAC staff will go to high school campuses with

information for recruitment and information regarding Connect4. Mt. SAC staff will also continue to meet with the high school counselors, who will help with the calendar and structure of contacts.

Dr. Scroggins indicated that many community colleges are using this model and it's working effectively, citing Fresno City College. He also said that, in order for this model to work, it takes organization and cooperation on the high school's part, working with the community college, to get all this together to run smoothly.

Dr. Yamagata-Noji said that, every December, a high school counselors' meeting is held and, this year, the AA-T degree will be explained and how it will impact their students.

Motion carried. Student Trustee concurred.


18. **ACTION ITEM #5: CONTRACT WITH TILDEN-COIL CONSTRUCTORS, INC. TO PROVIDE PRE-CONSTRUCTION SERVICES FOR SIX PROJECTS AT AN AMOUNT NOT TO EXCEED $108,875**

It was moved by Trustee Baca and seconded by Trustee Chen Haggerty to approve this item.

Trustee Hall said that he's aware of the San Dimas Performing Arts Center project, and, as far as he hears from the principal there, he seems to be very happy with the project. Dr. Hall reiterated that he has concerns in general about the overall Lease/Leaseback process; but, he doesn't have concerns about the proposed contract with Tilden-Coil Constructors. He just wants to make sure that Mt. SAC is getting the best possible return on its investments and that competitive bidding is still part of the process.

Trustee Chyr indicated that, due to all the problems Mt. SAC has faced with the old bid and construction process, he looks at the Lease/Leaseback Construction Delivery Method as a pilot program and welcomes the change. He also said that not seeing so many change orders is also a good thing, and it's time to try something different.

Motion carried. Student Trustee concurred.


19. **ACTION ITEM #6: RESOLUTION NO. 12-03 – A RESOLUTION IN SUPPORT OF PROPOSITION 30**

It was moved by Student Trustee Marin and seconded by Trustee Baca to approve this item.

Much discussion ensued regarding the pros and cons of Proposition 30. With a few of the trustees mentioning that they have one foot in the private sector arena and one foot in the educational arena, they are torn on how they feel about this Proposition. There was also question about whether Proposition 30 is really the answer to the State's lack of funds. Both Student Trustee Marin and Dr. Scroggins spoke in support of this Resolution by the students, and, in the end, Trustees Baca, Bader, and Chen Haggerty voted to support the Associated Students' Resolution No. 12-03; Trustee Chyr voted against it; and Trustee Hall abstained.

Trustee Bader thanked the students all their good words and for staying so late to hear the outcome of this item.

Motion carried. Student Trustee concurred.

**20. PROCEDURAL AND PARLIAMENTARY PROCESSES DURING BOARD MEETINGS INCLUDING ANALYSIS FROM LEGAL COUNSEL**

No discussion took place.

**21. ADJOURNMENT**

The meeting adjourned at 10:20 p.m.


WTS:dl

# Associated Students Report

*Presented By A.S President Ahmad Azzawi; October 24, 2012*

New Officer Appointments
Senator introductions

A.S. Legislation
- The students passed **A.S. Resolution #5** (attached) which suggest that the student leaders create a student survey for the student portal in order to gauge which college services the students view as most/least critical to their success. The A.S. Officers want the information in order to better understand how to advocate for the students at large.

- The Associated Students hopes that the Board will approve Action Item #6, Resolution #12-03 to officially show the College's support of Proposition 30.

**California Community College Student Affairs Association (CCCSAA) Leadership Conference:** 13 Mt. SAC students attended the CCCSAA Leadership Conference on October 19-21, 2012 in Los Angeles, CA.

Recognitions
1. Congratulations to the 15 students who were awarded A.S. bus scholarships for the fall semester. Awards decisions were based on financial need and a personal essay.
2. Thank you Dr. Scroggins for speaking and motivating students on National Voter Registration Day
3. Thank you Jill Dolan for facilitating the "Meeting the Candidates" event and thank you Jennifer Galbraith attending. It was a success as more students are now aware of what kind of candidates are running. Candidate Jay Chen who is running for Congress came to speak alongside Candidate Kenny Coble who is running for State Assembly. Both candidates thoroughly explained their platforms.
4. I would like to also thank PTK for their ongoing efforts in establishing a mentor/mentee program. PTK has been working with A.S. and other campus groups to establish a student-to-student connection between the incoming and returning Mounties. 25 student mentors have been matched up with 25 new students. All mentors are student volunteers.
5. I would like to thank the Board members, the Vice Presidents, and college leaders in advance for attending the Fall Leadership conference. It will be fun!

- - - - - - - - - - - - - - - - - - - - - - - - - - ▼ **UPCOMING EVENTS** ▼ - - - - - - -- - - - - - - - - - - - - - - - - - -

"Get Out the Vote" Efforts:
1. I would like to personally thank all of the AS officers and volunteers that helped us reach more than 1000 voter registration goal.
2. Students and faculty have been asked to wear their election T-shirts every Tuesday until election day
3. Students are still presenting in their classrooms to educate students on the pros and cons of Proposition 30

**A.S. Leadership Conference:** 40 Mt. SAC students will attend the Associated Students Leadership Conference on October 26-28, 2012 in Lake Arrowhead, CA. During the last day of the conference students will have the opportunity to hear from and ask questions of the College leadership. I look forward to seeing all of you there.

**Academic Senate Report**
**To the Board of Trustees**
**24 October 2012**

<u>Full Senate Activity</u>

When the Full Senate met on 13 September we elected Beta Meyer (Biological Sciences) as a Senator-at-large.  We also approved the recommendations of our Time Sensitive Issues Task Force which provide additional authority to the Academic Senate President to act on time sensitive issues.

On a 25-16 vote, the Senate affirmed the CCCCO Black and Bruckman opinions on student cheating.  Since grading policies are required to be based on the measurement of student performance in terms of course objectives, instructors may not fail a student for an act of cheating or plagiarism if the student can meet, or has already successfully met, the preponderant balance of course objectives as specified in the Course Outline of Record.  The Academic Senate encourages faculty to report suspected academic dishonesty to the Student Life Office so that due process and appropriate discipline can occur.

Also approved were recommendations from our Accreditation Task Force on the role of faculty in the accreditation process.  The Academic Senate seeks the creation of a standing Accreditation Committee, Senate appointed faculty to self-study task forces, and the ongoing reassignment of a faculty member to help coordinate the accreditation process.

 The final component (#8) of the State mandated Equal Opportunity Plan has been approved by the Academic Senate.  It is our belief that the College now possesses a complete and appropriate plan in this area.  The Senate would like to thank Lorraine Jones, Annette Loria, and Barbara Gonzales for their leadership on this plan.

On 27 September the Senate approved recommendations from our Faculty Voice Task Force.  This work complements the work of the Time Sensitive Issues Task Force by authorizing the Academic Senate Exec. Board to take positions and certain actions on educational issues.  Both changes are intended to improve the speed at which our normally deliberative body reacts to outside influence.  The rapid recent progression of Statewide issues from task force to Board of Governors approval to legislation and regulation deeply troubled many local faculty.

 A third full Senate meeting fell on the 11th of October.  At this meeting the Senate approved the recommendations of three task forces:
- Behavioral Intervention -- recommends ongoing training to faculty and others regarding the appropriate response to students in emotional or behavioral crisis.  The recommendations also call for the development of a process to address identified students that have not yet reached a crisis state.
- Course Equivalencies and Variances -- calls for modifying AP 4051 to allow for reciprocity for Transfer Model Curriculum courses taken at other California Community Colleges.
- Tutor Hiring -- recommends the college work to establish additional short-term and permanent part-time tutor positions so as to improve the availability of trained quality tutors.  The

recommendations also call for increased involvement by our Teacher Preparation Institute, whose members frequently volunteer as tutors.

In addition, the Academic Senate has also approved modifications to AP 4020 (Program and Curriculum Development), the AA in Liberal Arts and Sciences with Emphasis in Fine Arts, an AA-T in Theater Arts, and extended (two hour) meetings for the Senate beginning next year.  We also authorized three more task forces:

- Syllabus – will recommend the required and suggested items for course syllabi and will consider the creation of a standardized syllabus supplement document
- Shared Governance – will monitor the effectiveness of our current shared governance practices
- Priorities for Captioning Resources – will review the current prioritization process for locally captioning media and may suggest changes

Faculty Hiring

On 8 October the Academic Mutual Agreement Council (AMAC) discussed the faculty position request forms that had been submitted.  As per AP 7120, the Instruction Team and the Academic Senate Executive Board will independently prioritize the submitted requests, and the priorities for the Academic Senate and Instruction Team will be brought to Academic Mutual Agreement Council (AMAC) for the development of a single list to represent the faculty growth positions priorities for the College. This prioritized list shall be submitted to the College President for a decision regarding the number of positions approved for hire in that academic year.  Although the number of faculty to be hired this year is likely to be quite small, the regular prioritization process will go forward nonetheless.

Fall Senate Plenary

The fall meeting of the State Academic Senate will be held 8-10 November in Irvine.  Eric Kaljumägi, Dan Smith, and Michelle Sampat will attend on behalf of Mt. SAC.  Professor Sampat will serve as our official voting delegate for the state resolutions.


Respectfully submitted,
Eric Kaljumägi
President, Academic Senate

# MT. SAN ANTONIO COLLEGE
# CLASSIFIED SENATE

## REPORT TO THE BOARD OF TRUSTEES
## WEDNESDAY OCTOBER 24, 2012

1. Classified Senate met on Thursday September 13th and Thursday October 11th. At these meetings we discussed:
   a. Classified Newsletter.
   b. Reviewed Classified Senate's committee involvements.
   c. Updated the Classified Senate website.
   d. Collected and compiled classified employee feedback on Fall Convocation.
   e. Hosting a Classified Coffee Break during Fall Semester.
   f. Participation in the Southern Region Classified Senate Retreat in January at Mira Mar College.
   g. Next meeting is scheduled for Thursday November 8th at 1:00 pm in Founders Hall.
2. I would like to welcome the new Classified Senate members:
   a. Robin Cash
   b. Christina Estrada
   c. John Lewallen
   d. Michelle Williams
3. The Classified Professional Development Committee hosted the New Employee Welcome on Monday September 17th. There 11 new classified employees who attended the event and received a wealth of information from various areas of the College. CPDC is reviewing the feedback received and is planning to host another New Employee Welcome in the Spring Semester.
4. November Town Hall Meeting.
5. On behalf of Classified Senate, I would like to extend a warm welcome and congratulations to the newly appointed classified employees.

Respectfully Submitted by,
Deejay R. Santiago, Ed.D.
President, Classified Senate

**Faculty Association Report**
**To the Board of Trustees**
**October 24, 2012**

1. CCA Fall Conference

   The Faculty Association sent ten delegates to the CCA Fall Conference.  The primary focus of the conference was the election and the budget.

2. Negotiations Survey

   The Faculty Association is currently soliciting ideas to include in the negotiations survey for reopener negotiations this year.  The survey will be conducted via the portal and will be sent to all faculty.

3. Propositions 30 and 32

   There will be a rally on the corner of Temple and Grand Avenue this Friday, October 26th from 3:30-5:30 pm.  The rally is for YES on 30 and NO on 32.  This event has been organized by local K-12 CTA groups and local firefighters.  Several FA members will be going the rally and encourage all Board members to attend as well.

   The Faculty Association is pleased to see a Board Resolution in support of Proposition 30.  This is a very important issue for the future of education here at Mt SAC.  If this Proposition does not pass, our District will be forced to eliminate over 1600 FTES starting this winter until winter 2014.  The FA understands that as individuals we have differing opinions of Proposition 30 and its methods, but as Trustees the Board should vote for what is best for Mt.SAC.  With this in mind the FA encourages the Board to vote yes on Action Item 6.

Respectfully submitted by,
Jennifer Galbraith, Faculty Association President

CSEA Chapter 262
2012 Executive Board

*Laura Martinez*
President
president@csea262.org
Ext. 5813

*Cason Smith*
1st Vice President
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Ext.

*Bill Rawlings*
Past President
pastpresident@csea262.org
Ext. 6602

*"To improve the lives of our members, students, and community."*

October 24, 2012


Good evening,

I am pleased to report CSEA 262 officially opened and accepted nominations for the positions of President, 2nd Vice President, Treasurer, and Chapter Public Relations Officer at our October General Meeting. A Nominations Committee was convened to find qualified candidates for each of these positions, which were presented at the meeting. Nominations will officially close at our November General Meeting, with our elections taking place in December.

Tonight's Agenda includes Associated Students Resolution No. 2 in favor of Proposition 30. As we all know if this Proposition fails Mt. SAC will face an $8.6 million dollar cut in the current Fiscal Year. This would result in a reduction to FTES, possible furlough days, and/or layoff of personnel. On behalf of CSEA 262, I encourage the Board to adopt this resolution.

Also on tonight's Agenda is the proposed reorganization of the Financial Aid and High School Outreach Departments. On September 19, CSEA 262 representatives met with the District to begin negotiations regarding this proposal. During that meeting I requested the job descriptions for the newly created Supervisory positions, voicing my concern that these descriptions should not include duties performed by our bargaining unit members. The job descriptions were sent to me yesterday and I will review them in the very near future. Recognizing Chapter 262 does not have a role in the approval of Supervisory job descriptions, I am confident the District will continue negotiating the impacts and effects to classified bargaining unit members.

I am additionally concerned with the increase in hiring of Student Employees, Professional Expert Employees, and Hourly Non-Academic Employees. The District has agreed to work with CSEA 262 to address these concerns.

I would like to extend warm birthday wishes to Jennifer Galbraith, whose birthday is today, and to Dr. Scroggins and Eric Kaljumagi who will celebrate their birthdays this Friday.


Respectfully submitted,


Laura Martinez
President
CSEA Chapter 262

Board of Trustees Meeting Wednesday, October 24, 2012

Good evening everyone, my name is Johnny Jauregui, President Chapter 651

1. CSEA is taking a very active role in phone banking to pass Prop. 30 and encouraging No on 32
2. Anyone who would like to participate is more than welcome to come to the Santa Fe Field Office we are meeting Monday through Thursday until 8pm and are talking to people local and across the State.   Food is always provided at the phone bank.
3. Those who want more information can contact us at:

4600 Santa Anita Avenue

El Monte, CA 91731

(626) 258-3300 / (800) 988-6949 or Rancho Cucamonga Field Office 10211 Trademark Street, Unit A

3.   CSEA Chapter 651 has voted to ratify the MOU agreement between the District and CSEA 651 Bargaining Unit.

4.   The Facilities Group would again like to thank the Board for the approval of our utility boom truck it is nice to have equipment that the men can feel safer in accomplishing there job,  Electrician, Grounds, HVAC, Skill Trades and rest of facilities who uses the utility boom truck.

Just as a reminder to the students, our facilities Classified Professional Electrician, Grounds, Custodial, HVAC, Painter, Skill Trades, Plumbers and Lock Smith and others are working very hard to give the students a safe and usable campus without them they will not have lights, heat, safe fields, sanitary and other needs for Student to learn.   Many times our staff are risking their lives with high voltage and going in places you would not want to know.  Our Classified Professional is already working as efficiently as possible and with little manpower.  They are tired and at what point when do they start taking more vacation or leave to gain rest.  We have around (100) one hundred classified in 651 minus holidays, if each person took (2) two extra days a year to rest, we lose (1) one (FTE) full time equivalent.  And if they each take (10) ten days off a year we just lost (5) five full (FTE) full time equivalent.   And if Prop. 30 do not pass this will have an impact on Students through our facility classified staff.  So our CSEA staff is doing everything to help get Prop. 30 passed.  So we can better serve our Students.

# Mt. San Antonio College

## Lease/Leaseback Construction Delivery Method
### October 2012

MT. SAC
Mt. San Antonio College

# Construction Delivery Methods

- Potential Construction Delivery Methods

- Available Data

- Scope of Work Impacts

- Cost Impacts

- Schedule Impacts

- Contractor Selection Process

- Recommendation

- Next Steps

# Construction Delivery Methods

- Hard Bid/ Multiple Prime
  - Lowest Responsive/Responsible Bid
  - Most Commonly Used
  - Highest Cost and Schedule Risk

- Design-Build
  - Costs are Known Up Front
  - Common with Community Colleges
  - Open Selection Process
  - Lost Control Over Scope and Quality

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Mt. San Antonio College

# Construction Delivery Methods

- Lease/Leaseback
  - Very Common for K-12 Construction
  - Establishes Cost Before Construction Starts
  - Best Value Procurement
  - Best Contractor Prequalification Process
  - Lowest Risk for Claims or Cost Overruns
  - Lowest Risk of Delay

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# Construction Delivery Methods

- Lease/Leaseback –How Does it Work?
  - All Work is Competitively Bid
  - Transparent Bid Process
  - Guaranteed Maximum Price
  - Pre-Established Contingencies
  - Ability to Focus on Local Sub-Contractors
  - Highest Control Over Quality

MT. SAC
Mt. San Antonio College

# Comparison of LLB with Traditional

- Data from 1999 – 2011

- 92 K-12 Projects
  - $2 million to $45 Million ($19.5 Million Avg.)

- 43 CCD Projects
  - $3 Million to $77 Million ($25.4 Million Avg.)

- Over $ 2 Billion Projects Evaluated

- All DSA Projects

- Final Cost not Bid Price

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Mt. San Antonio College

# Findings

- Scope Schedule and Cost Management
  - Fewer Changes with Lease/Leaseback
    - 8.88% for Lease/Leaseback
    - 10.95% for other delivery methods
  - Fewer Construction Delays with Lease/Leaseback
    - 45 Days for Lease/Leaseback
    - 167 Days for other delivery methods
  - Lower Construction Cost with Lease/Leaseback
    - Imperfect Comparison, but data indicates LLB is slightly less expensive (about 2%) than other delivery methods
  - Intangibles

MT. SAC
Mt. San Antonio College

# LLB Contractor Selection Process

- Open Process

- 12 firms attended the Pre-Proposal Meeting and 8 Firms Submitted 50 page Proposals

- Initial Selection Criteria
  - Price and Financial Capacity
  - Technical Expertise
  - Relevant Projects
  - Safety

MT. SAC
Mt. San Antonio College

# Contractor Selection Process

- Second Phase Selection
  - Interviews with Facilities Advisory Committee and Facilities Planning and Management Team
  - 5 Firms were ranked and the Top 2 were recommended to Senior Management

- Final Interview
  - Final Evaluation of Fee, Financials, and References
  - Recommendation and First Award

MT. SAC
Mt. San Antonio College

# Recommendation

- Tilden-Coil Construction, Inc.

- Riverside Contractor

- 70- Years in Business

- Public School Specialist (75%)

- Lease/Leaseback Specialist (19 projects)

- $250 million per year

- 90 person firm

- Available Capacity for our Work

MT. SAC
Mt. San Antonio College

# Next Steps

- Preconstruction Services (5 Smaller Projects)
  - Construction Document (Constructability) Review
  - Cost and Schedule Analysis
  - Building Information Models
  - Sub-Contractor Selection and Competitive Bidding
  - Develop Guarantee Maximum Price

- Construction Services

- Project Close-Out

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# Questions

?

# CHANGES IN THE NAME OF STUDENT SUCCESS

Mt. San Antonio College Board of Trustees

October 24, 2012

# Many Initiatives, Many Directives

- SB 1143 (Liu) – "Student Success and Completion" (September, 2010)
    - Task Force on Student Success established (January, 2011)
- Student Success Task Force Recommendations– adopted by Board of Governors (January, 2012)
- Pell Grant Limitations – maximum of 6 years (12 semesters) of full time enrollment and dissolution of the Ability to Benefit provisions for non-high school graduates (effective Fall 2012)
- Title 5 58108 (Prerequisites) – approved by Board of Governors (September 10, 2012)
- SB 1456 (Lowenthal) – "Seymour-Campbell Student Success Act of 2012"; signed by Governor Brown (September 27, 2012)

# SB 1456 – "Student Success Act"

- Sponsored by the state Chancellor's Office
- Addresses several recommendations from the Student Success Task Force building upon matriculation functions
  - 2.1 Centralized (Common) Assessment
  - 2.2 Mandated Services (Assessment, Orientation, Educational Planning for all incoming students)
  - 3.2 Limitations for Board of Governors Fee Waiver eligibility – satisfactory academic progress;  110 unit limit
  - 7.3 Student Success Scorecard—accountability metrics to include both "momentum" points and completions outcomes
  - 8.2 Student Support Initiative – including a funding model

# Key Points

- Mandatory orientation, assessment and student education plans that lead to a course of study
- Focus on core services of counseling and advisement
- Students required to declare a course of study by a specific time period (to be determined)
- Common assessment – required in order to receive funds that may be appropriated
- Creation of a Scorecard to rate colleges
- Additional eligibility requirements for BOG Fee Waiver
  - Meet academic and progress standards
  - Less than either 100 or 110 units

# Phase-In Timeline

- 2012-13 System-level Planning Year
  - SB 1456 effective 1/1/13
  - Implementation workgroups meet to develop new Title 5 regulations, allocation formula, MIS data elements
- 2013-14 College-level Planning Year
  - Develop "Student Success and Support Program" plans; implement MIS changes
  - "Funding" targeted to core services: orientation, assessment, counseling and advising and educational planning

- 2014-15 College-level Implementation Year 1
  - Submit program plans and budgets; but new funding formula not applied
- 2015-16 College-level Implementation Year 2
  - Begin application of funding formula; allocations based on 2014-15 year-end data
- 2016-17 College-level Implementation Year 3
  - Funding based on prior year-end data

# Areas of Ready Compliance

- Mt. SAC *already* has **mandatory assessment, mandatory orientation**

- Mt. SAC will be *prepared* for large-scale **educational planning** through implementation of DegreeWorks

- Mt. SAC *already* monitors and enforces "**satisfactory academic progress standards**" (probation/dismissal) for all students, including students receiving **Board of Governors fee waivers**
  - **Counseling** has a highly effective intervention plan addressing students on academic/progress probation

# Areas of Concern

- **Funding**
  - Matriculation funds were cut 50% four years ago
  - No additional matriculation funds have been received since that time
  - No funding was included in the passage of SB 1456
  - There are insufficient numbers of counselors to meet the requirements of SB 1456
- **Common Assessment**
  - Mt. SAC has traditionally relied on its own, holistic writing assessment – the Assessment of Written English (AWE)
  - Mt. SAC would be forced to adopt the statewide assessment or forfeit any funding
- **Student Notification**
  - A complex system of communication will need to be developed to notify them about the potential to lose BOGW eligibility and enrollment priority eligibility

# Title 5 Section 58108—Enrollment Priorities

- Builds upon the Student Success Task Force recommendations by prioritizing access for certain groups of students

- Dictates to local districts how certain groups of students should receive priority in registering for classes

- Outlines complex requirements for students to lose priority registration

# Key Elements

- To receive priority, new students must have completed orientation, assessment and "developed student education plans" (per SB 1456)
    - Provides highest priority to student veterans and foster youth/former foster youth over traditional groups (DSPS, EOPS) due to their statutory provisions.
    - DSPS and EOPS have secondary priority
    - First time students
- Continuing students **_lose_** priority for being on academic or progress probation or having earned more than 100 degree-applicable units (excluding ESL, basic skills)

# Other key elements

- Colleges must have an appeals process available
  - Disabled students who applied for accommodations but did not receive them in a timely manner can appeal their priority registration status
- Beginning **Spring 2013**, colleges must notify students who are on probation or who have earned 75% or more of the 100 unit limit, of their potential loss of priority registration
- Implementation: registration for Fall 2014

# *How will Mt. SAC implement 58108?*

- Student Preparation and Success Council will recommend changes to AP 5055 – Enrollment Priorities

- Programming will need to be completed in order to restrict priority to only students who have completed assessment and orientation and who meet other eligibility restrictions (units, not on 2 consecutive semesters of probation)

- A student "notification system" will need to be developed to "warn" students about their potential loss of enrollment priority and BOGW and Pell eligibility

- DegreeWorks (Mountie Academic Plan) set to launch Winter/Spring of 2013 to enable students, counselors, advisors to develop electronic education plans

# The Net Result

- Certain students will lose some access:
  - Students who have NOT completed assessment and orientation
  - Students who are on academic/progress probation for 2 consecutive semesters
  - Students who have attained more than 100 degree-applicable units
  - Students who do not have a high school diploma
  - Financial aid students who have been enrolled for several semesters taking basic skills classes and changing their majors
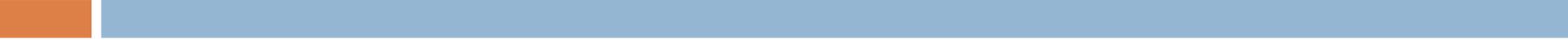
- Certain students will be prioritized:
  - Continuing students in good standing
  - First time, matriculating students who complete assessment, orientation and educational planning
  - Students with high school diplomas
  - Students who know what their goals are
  - Students who have not already attained a lot of units or a college degree

# Mt. SAC's Student Success Conference

# Mt. SAC's Student Success Plan

- February, 2011: 60 faculty, managers, staff and students met to develop strategies to improve student success

- The idea: rather than waiting for the state to tell us what to do, why don't we develop our own strategies?

- Draft of a plan to improve student success further refined by the Student Preparation and Success Council and the Basics Skills Committee

- Plan has now been approved by the Academic Senate and the President's Advisory Council

- A briefing session will be held with key governance committee/department leads to review the plan and the recommendations

# Key Aspects

- Three major theme areas
  - Engagement (and Persistence):  to enable students to feel more connected and engaged with the college, with other students, with faculty to raise persistence levels; to strengthen faculty-to-faculty engagement
  - Students' Own Goals:  to assist students to develop their educational and career goals so that they have a sense of direction and focus
  - Completion of Basic Skills Course Sequence:  to increase the successful pass rates of students in sequential basic skills course requirements

# Example:  Engagement (Persistence)

- **Problem**
  - Buildings are not "student friendly"—insufficient places for gathering and studying; lack of electrical outlets
- **Recommended Actions**
  - Incorporate student seating/interaction areas in new buildings. Design "study gazebos"—hubs with connection (data centers)
- **Governance Direction**
  - Facilities Advisory Committee
  - Campus Master Plan Coordinating Team
- **Data Collection**
  - Survey students regarding their needs and preferences
  - Study existing seating areas and locations across campus
- **Cross-reference** (integration)
  - Facilities Master Plan

# Example:  Students' Own Goals

- **Problem**
  - Students need a GPS (roadmap) on how to develop informed goals *and* how to achieve them
- **Recommended Actions**
  - Tie to educational plans (DegreeWorks)
  - In Banner, alert student every semester to declare a goal
  - Block registration if student hasn't stated a goal after certain amount of time/units completed
- **Governance Direction**
  - Counseling faculty
  - IT
- **Data Collection**
  - Conduct research on students' goal achievement against the development of ed plans
  - Research how to provide all students with ed plans
- **Cross-reference** (integration)
  - Task Force on Student Success; AB 1456

# Example:  Completion of Basic Skills Course Sequence

- **Problem**
  - Need to establish clearer expectations of students' behavior and performance
- **Recommended Actions**
  - Develop instructional units that faculty can use as part of their teaching – "tool kits"
  - Tie course content to learning about goal setting, studying, success strategies
- **Governance Direction**
  - Basic Skills committee
  - Professional and Organizational Development committee
- **Data Collection**
  - Retrieve data about basic skills students' goals and placement test scores
  - Conduct surveys of basic skills students to determine their specific support and learning needs
- **Cross-reference** (integration)
  - Student Success Plan Activities related to "Electronic Progress Reports" under "Engagement" and "Connecting and Communicating with Students"

# Overall Impact of the Student Success Agenda on Mt. SAC

- Mt. SAC has many of these new requirements in place already
- DegreeWorks (MAP) will enable us to provide electronic educational plans
- Common Assessment will be a challenge, especially to faculty who have invested themselves in the development of the AWE and math placement level tests
- Counselors will have an increased workload burden with no additional funding or resources
- I.T. will be tasked with making many system changes to be in compliance

# Next Steps

☐ College polices and procedures and catalog language will need to be updated and amended

☐ We will need to continuously monitor the development and dissemination of implementation guidelines and changes to Title 5 regulations

☐ Continued discussions on campus about best practices

☐ Move forward with Mt. SAC's Student Success Plan to demonstrate innovation and implementation of success strategies, independent of state-imposed regulations, as part of the college's Educational Master Plan

# Accountability Reporting for Community Colleges

Presentation to Mt.SAC Board of Trustees
By Barbara McNeice-Stallard
Director, Research & Institutional Effectiveness
October 24, 2012

**MT. SAC**
Mt. San Antonio College

# ARCC

- Accountability Reporting for the Community Colleges (ARCC) / AB1417 allows for annual evaluation of community college performance in meeting statewide educational achievement priorities
  - How is the college using the data?
  - How may the college use the data?
  - What does this mean to faculty?
  - What does this mean to students?

  http://www.mtsac.edu/administration/research/factbook.html

# ARCC

- Cyclical Action Research Approach
  - Identify an Idea or Problem
  - Conduct Fact Finding
  - Plan Actions & Targets (T1, T2)
  - Implement Actions
  - Evaluate Actions & if Targets Achieved
  - Amend Plan
  - Implement new/revised Actions (i.e., do it again!)
    - Mt. SAC's target =HIGHER than Peer Group

T1
T2
T3

(adapted from RP Group  http://www.rpgroup.org/sites/default/files/INQUIRY%20GUIDE%20-%20A%20Model%20for%20Building%20Information%20Capacity%20and%20Promoting%20a%20Culture%20of%20Inquiry.pdf )
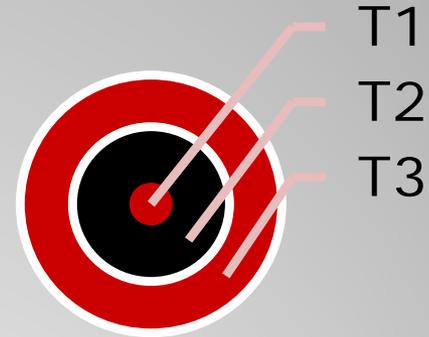
# Persisted from one fall term to the next (table 1.2) What happened?



**C. Persistence Rate**

| | |
|---|---|
| Peer Group 2012 | 74.7 |
| Mt. SAC 2012 | 76.1 |
| Mt. SAC 2011 | 71 |
| Mt. SAC 2010 | 78.1 |

# Courses

Vocational

Basic Skills

TOPS Coding Issue

Credit ESL (AmLa)

No Peer Group

Career Dev & College Prep
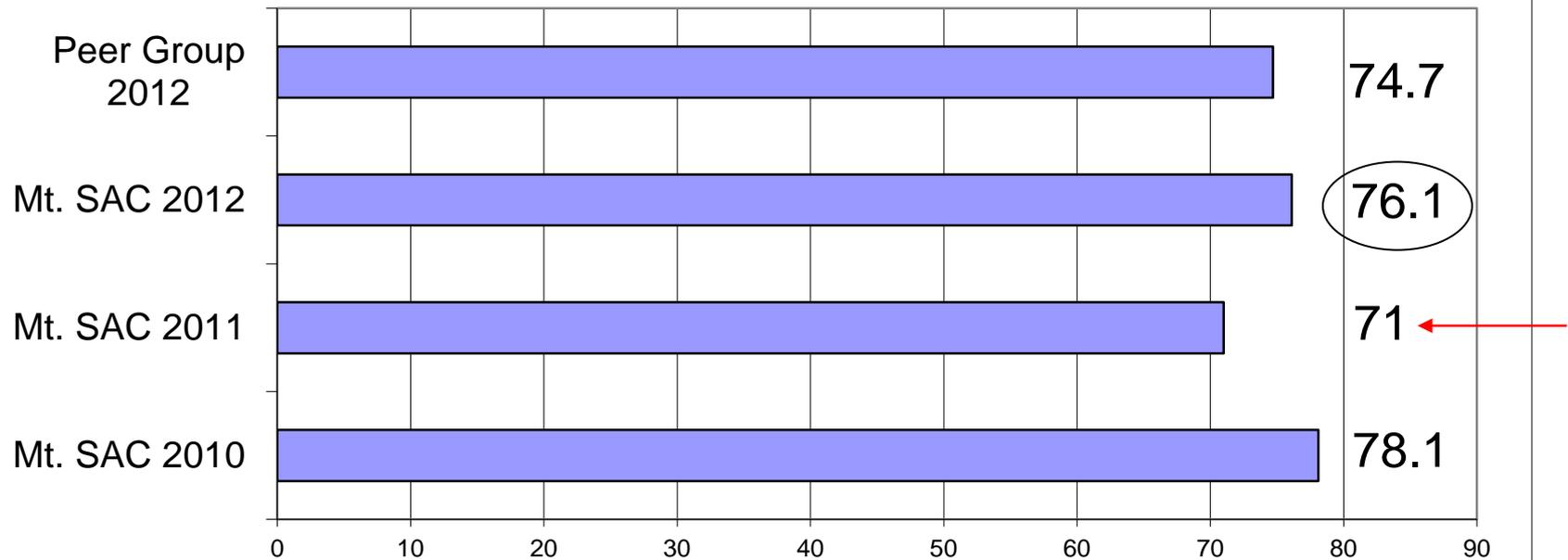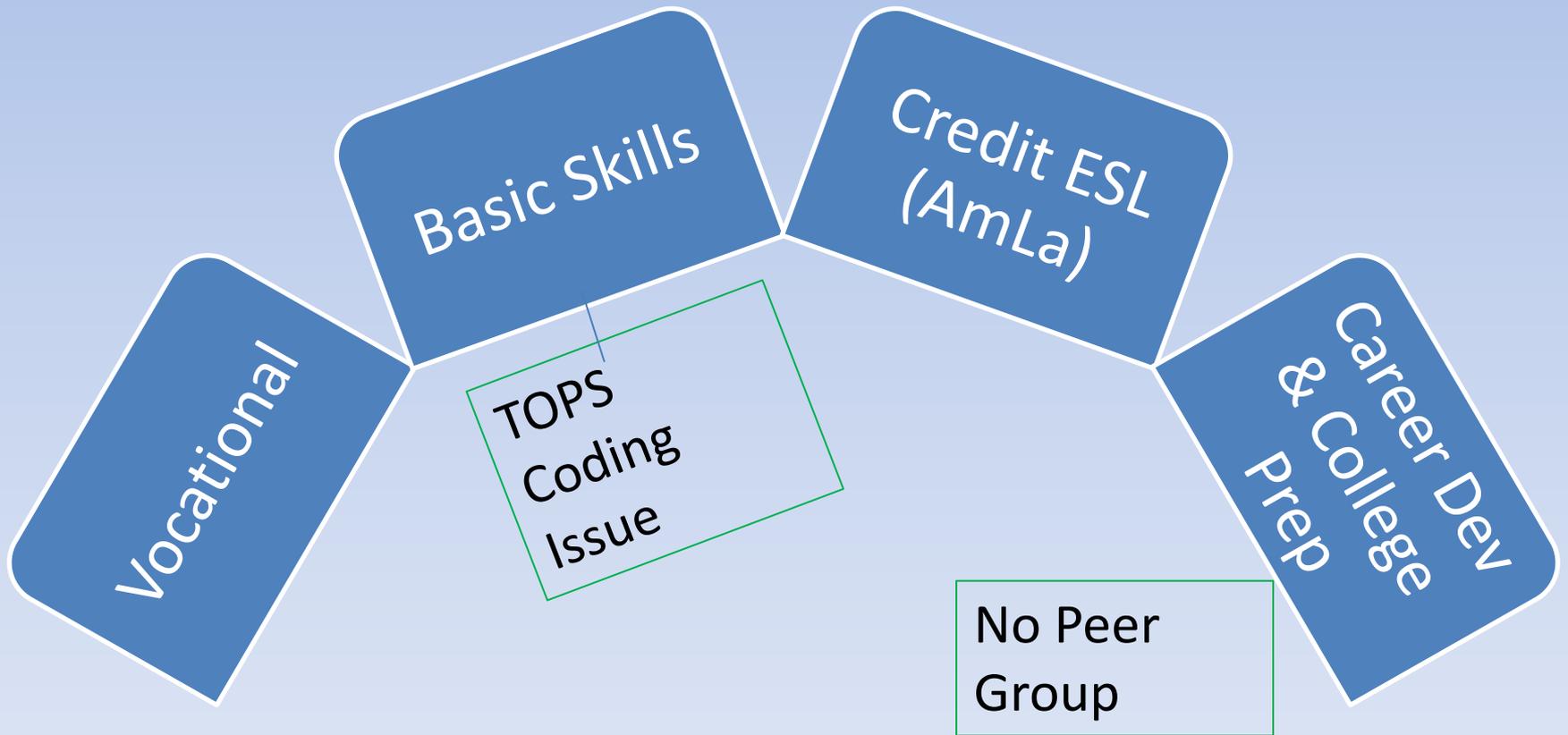
# Interventions
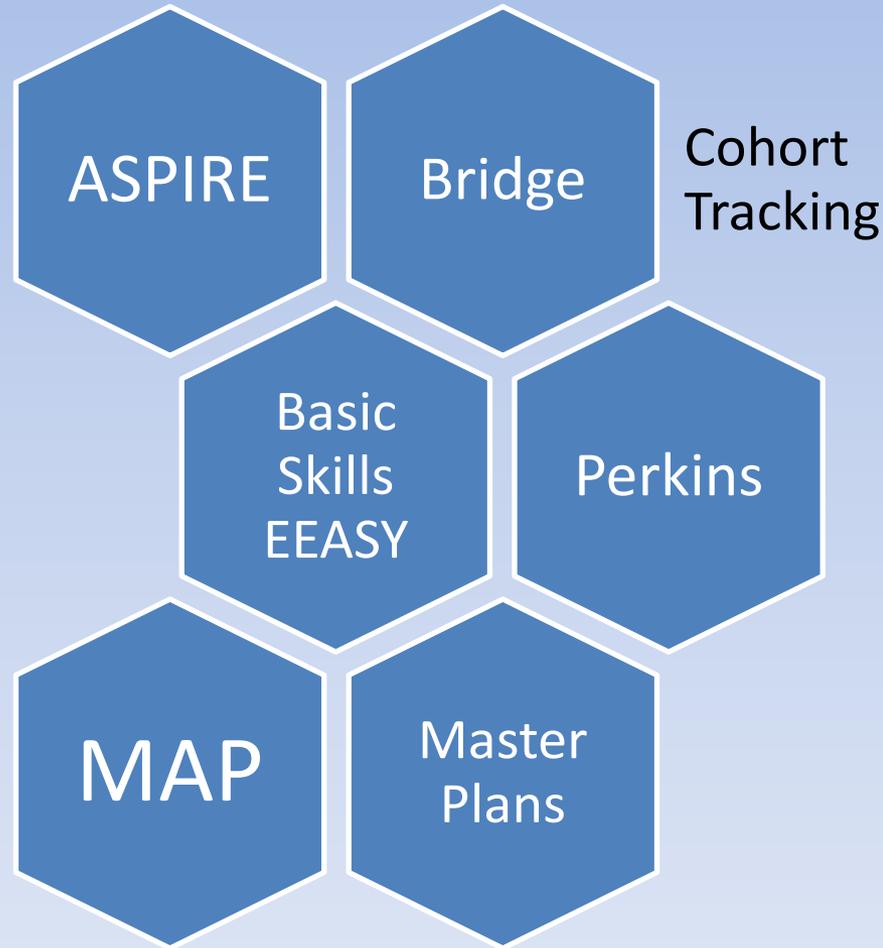
# Engaging Questions

- *How is the college using the data*? Examining progression targets (e.g., degrees)
- *How may the college use the data*? Improving students' persistence and time to degree
- *What does this mean to faculty*? Encourage students to follow a plan – stay focused
- *What does this mean to students*? Stay in school, stay connected to Mt. SAC, and use MAP

# Focus On Results

Accountability
Reporting for the
California Community
Colleges

A Report to the Legislature,
Pursuant to AB 1417
(Pacheco, Stat. 2004, Ch. 581)

California Community Colleges Chancellor's Office

**Jack Scott,** Chancellor

**Patrick Perry,** Vice Chancellor
*Technology, Research, and Information Systems*

March 31, 2012

# California Community Colleges Chancellor's Office

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**Table of Contents**

**College Performance Indicators and Profile Summary
(Alphabetical by College)**

**Appendices**

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# Executive Summary

**Introduction**

In 2004, Assembly Bill 1417 triggered the creation of a performance measurement system for the California Community Colleges (CCC). That legislation and ensuing budget action authorized the California Community Colleges Chancellor's Office (CCCCO) to design and implement a performance measurement system that contained performance indicators for the system and its colleges. As per legislative intent, the CCCCO collaborated with the system's colleges and advisory structure, a panel of national experts, the Legislative Analyst's Office, the Department of Finance, and the Secretary of Education to formulate this comprehensive system that has become known as "ARCC" (Accountability Reporting for the Community Colleges). In recognizing that the initial report in 2007 required the CCCCO to test innovative ideas about performance measurement and to use a massive state database, the CCCCO completed the 2007 ARCC report as a pilot report for the Legislature. The 2012 ARCC report builds upon the prior reports through various improvements in data quality and a new year of data.

**Systemwide Performance**

This report will benefit policy makers by detailing many of the critical contributions that the California Community Colleges have made in recent years. The most notable findings at the state level include the following:

- A large number of Californians access and use the CCC system; participation rates are high, with about 83 out of every 1,000 people (ages 18 to 65) in the state enrolled in a CCC in 2010-2011.

- The system enrolls almost one-fourth of all 20 to 24-year olds in California, with participation rates of 236 per 1,000 for 2010-2011.

- Community college students who earned a vocational degree or certificate in 2005-2006 saw their wages jump from $29,750 (for the last year before receipt of the award) to $58,777 four years after earning their degree (2009), an increase of almost 100 percent.

- In 2010-2011, the system transferred more than 112,000 students to four-year institutions (public, private, in-state, and out-of-state). The California State University (CSU) system continues as the most frequent transfer destination for community college students with the enrollment of almost 57,000 students from the community colleges. Nearly 16,000 community college students enrolled in the University of California (UC) system, the state's most selective public higher education system. This figure continues a six-year trend of increasing transfers to the UC system.

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- In 2010-2011, the system continued to contribute to the state's health care labor force, more than 8,000 students earned degrees or certificates in nursing.

- The system's contribution in 2010-2011 to the state's workforce included more than 66,000 associate degrees and certificates in vocational/occupational areas.

**College Level Performance**

The bulk of the ARCC report covers each college's performance on eight critical indicators.

The table below lists the seven indicators for which ARCC has complete data. These numbers are percentages of success among target populations that the colleges and the CCCCO jointly defined. As a quick snapshot of how the system has done on these indicators, this table displays the figures for the year in which the most recent data are available. If a person needs to analyze the performance of a specific community college, he/she should refer to the individual college rates that appear in the section for "College Level Indicators" rather than to these systemwide rates.

| College Level Performance Indicator | State Rate |
|---|---|
| 1. Student Progress & Achievement (2005-06 to 2010-11) | 53.6% |
| 2. Completed 30 or More Units (2005-06 to 2010-11) | 73.5% |
| 3. Fall to Fall Persistence (Fall 2009 to Fall 2010) | 71.3% |
| 4. Vocational Course Completion (2010–11) | 76.7% |
| 5. Basic Skills Course Completion (2010-11) | 62.0% |
| 6. ESL Course Improvement (2008-09 to 2010-11) | 54.6% |
| 7. Basic Skills Course Improvement (2008-09 to 2010-11) | 58.6% |

Because the ARCC indicators have unique definitions, we cannot compare these indicators to those generated for other states or by other studies of the California Community Colleges. The evaluation of individual college performance requires the use of the extensive tabulations that we cover next.

Each of the community colleges covered in this report has six pages of information to facilitate and stimulate discussions about college performance within each community. In these six pages per college, the report shows (1) the three-year trend for each of the seven indicators; (2) the college profile (i.e., its enrollment demographics); (3) a comparison of its performance with a peer group (i.e., colleges that have similar

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environments that affect an indicator); and (4) a self-assessment by each college. Together, this information provides readers with a fair and comprehensive picture of the achievements at any community college—a picture that simple scorecards or rankings would fail to present.

The ensemble of information in the six pages must act jointly as the inputs for any evaluation of a college's performance. Each piece of information contributes something to an evaluation of performance. For example, the year-to-year information alerts us to any trends that may be occurring at a college. The peer grouping information gives us a useful base of comparison (across equally advantaged institutions) for the most recent time period. The college's self-assessment substantially enhances both the year-to-year information and the peer group information by identifying the unique factors of a college that affect its performance. The college demographic profile, in turn, supplies a unique snapshot of the college's service population, information that local officials can use to evaluate community access and the overall enrollment picture.

These six pages for each college deliver the essence of the ARCC's objective for local accountability. Ideally, each college's local governing board and local community will use this package of information for data-based policy discussions. This strategy will benefit communities throughout the state because it equips them with data to address their local priorities. To ensure that this process occurs in each community, the legislation for ARCC requires each college to submit to the CCCCO by March 15, 2013, documentation of interaction by each local board of trustees with the 2012 ARCC report.

## Conclusion
This sixth year of the ARCC effort improves the annual report that provides the State Legislature and the Governor's Office an ongoing, cost-effective structure for performance improvement that respects and promotes local decision-making. Community colleges (except for Hartnell College, Gavilan College and College of the Sequoias) have already shared the 2011 report with their local board of trustees, as required, and many college administrations have subsequently begun analyses to leverage the data and findings in the ARCC project. As evidenced by the self-assessments within this report, the community colleges have used the ARCC report in different ways to learn how they can improve their performances.

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**Introduction to the 2012 ARCC Report**

**Background**
This report on a set of performance indicators for the California Community Colleges (CCC) meets a legislative requirement that resulted from Assembly Bill 1417 (Pacheco, Statutes of 2004, Chapter 581). The details of the legislation appear in Appendix F of this report. For clarity's sake, we have named this reporting system *Accountability Reporting for the Community Colleges* (or *ARCC*). The report itself has the title of "Focus On Results." As required by the Legislature, the CCC Chancellor's Office (CCCCO) will produce this report each year and disseminate it so that each college will share the report with its local board of trustees. The Chancellor's Office will also make the report available to state government policymakers and the public at large.

The report's objectives are to make policymakers, local college officials, and elected boards aware of system and college performance in specific areas of effort and to inform the public about overall system performance. Readers will observe that the 2012 report continues to cover noncredit courses as required by Senate Bill 361 (Scott, Statutes of 2006, Chapter 631). Again, this coverage of noncredit outcomes only extends across courses designated as part of the "Enhanced Noncredit" funding. For clarity, this report refers to this group of noncredit courses as CDCP (an acronym for the objective known as Career Development and College Preparation). Readers who want additional details on CDCP performance should refer to a supplemental report that the ARCC staff produce as a follow-up to *Focus On Results*. The CCCCO will issue this supplemental report after it has released *Focus On Results* because of scheduling and resource limitations.

*Focus On Results* drew upon the contributions of many parties. The framework for ARCC used the expertise of a team of researchers from the Research and Planning Group for the California Community Colleges (i.e., the RP Group), a panel of nationally recognized researchers on college performance, a statewide technical advisory workgroup, and staff at the Chancellor's Office. In Appendix H we list the individuals who played important roles in producing the 2012 ARCC Report.

**How to Use This Report**
We acknowledge that a variety of people will see this report, and we recognize that individuals will differ widely in their reading objectives and in their familiarity with the report's topic. With this in mind, we have tried to design the report so that policy makers at both the state and local levels will have a clear presentation of essential performance indicators for the system and for each community college within it. The body of the report emphasizes tables of summary data that provide snapshots of system and college level performance. Readers should read the brief introductions to each of these sections (system and college level) to understand their contents. These introductions cover the framework for ARCC, and they should help most readers to understand the performance indicators cited in this report. Appendix E, which presents a short list of terms and abbreviations, may also help the general reader.

We recognize that researchers, analysts, and college officials will require documentation of the methodology for the performance indicators in this report. Such technical details appear in three of the appendices. Appendix B (methods for calculating the indicators), Appendix C (regression analyses for the peer grouping), and Appendix D (cluster analyses for the peer grouping) specifically address methodological issues, and they tend to require technical knowledge on the part of the reader.

The report's first section covers the system's overall performance over time, and this will help readers to see the broad context of the system's performance. The section that follows system performance presents specific information for each college. The first two pages of college-level tables display how that college performed over time on eight basic indicators. The year-to-year figures for these performance indicators should give readers a good idea of how any given college has done during the past few years, especially in terms of its progress in areas that are generally recognized as critical in community colleges.

The third and fourth pages for each college display basic demographic data for the college's enrollment. This information will help readers understand the student population served by that college. For many readers, such information can indicate relevant aspects of a college's effectiveness (i.e., who does the college serve?), plus it can provide additional context for the reported performance indicators.

The fifth page for each college shows the "peer grouping" information for the college. On this page, readers will find a comparison of a college's performance on each of the seven indicators that have adequate data for peer grouping. For each of these seven performance indicators, we have performed a statistical analysis (peer grouping) to identify other California Community Colleges that most closely resemble the college in terms of environmental factors that have linkage to (or association with) the performance indicator. Interested readers should refer to Appendix A to see the names of the colleges that comprise each peer group. We emphasize that the peer group results are rough guides for evaluating college level performance because each college may have unique local factors that we could not analyze statistically for the peer group identification. Because year-to-year stability in peer grouping facilitates local planning and analysis, the 2012 peer groups will remain the same as they were in the 2009 ARCC report. Also, this report will continue to omit from peer grouping the indicator for Career Development and College Preparation (CDCP, or Enhanced Noncredit) courses.

The sixth page for a college shows that college's self-assessment. This brief statement from the college administration may note, among other things, unique factors that our statistical analysis may have missed. The self-assessment is important because it may help to explain the performance figures for a college. The ARCC staff in the Chancellor's Office do not edit these self-assessments from the college administrators, and the only requirement for the content is that it stay within a 500-word limit. Because the word limit forces the self-assessment to focus upon a few basic points, some readers may wish to follow-up with a college that may have other analyses or data that it could not include in the ARCC's brief self-assessment.

The best use of the ARCC Report requires the integration of information from various parts of the report.  Judgments about the performance of any particular college should especially pay attention to the sections on year-to-year performance, peer group comparison, enrollment demographics, and the college self-assessment.  A focus upon only one of these pieces of information will probably provide an incomplete evaluation of college performance, and this may lead one to make unfair judgments about an institution. Consequently, we hope that users of this report will maintain this multi-dimensional viewpoint (from the different report sections) as they draw their conclusions or as they communicate about the report to other people.

The 2012 report contains numerous changes to past data as well as new data for the most recent academic year.  For this reason, analysts should rely primarily upon the 2012 report instead of data from prior ARCC reports.  The Chancellor's Office MIS (Management Information System) unit has continued to implement various data improvements that are virtually impossible to complete within a narrow time frame.

Additional information about ARCC is available on the ARCC website:
http://www.cccco.edu/OurAgency/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx

If you have any questions or comments about the report, please e-mail them to:
arcc@cccco.edu.

# ARCC 2012 Report:  College Level Indicators

## Student Progress and Achievement:  Degree/Certificate/Transfer

**Table 1.1:**
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years:  Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status.  (See explanation in Appendix B.)

| | 2003-2004 to 2008-2009 | 2004-2005 to 2009-2010 | 2005-2006 to 2010-2011 |
|---|---|---|---|
| **Student Progress and Achievement Rate** | 51.4% | 52.0% | 52.1% |

**Table 1.1a:**
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
(See explanation in Appendix B.)

| | 2003-2004 to 2008-2009 | 2004-2005 to 2009-2010 | 2005-2006 to 2010-2011 |
|---|---|---|---|
| **Percent of Students Who Earned at Least 30 Units** | 76.4% | 77.3% | 76.2% |

**Table 1.2:**
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system.  (See explanation in Appendix B.)

| | Fall 2007 to Fall 2008 | Fall 2008 to Fall 2009 | Fall 2009 to Fall 2010 |
|---|---|---|---|
| **Persistence Rate** | 78.1% | 71.0% | 76.1% |

# ARCC 2012 Report:  College Level Indicators

## Mt. San Antonio College
Mt. San Antonio Community College District

### College Performance Indicators

## Student Progress and Achievement:  Vocational/Occupational/Workforce Development

**Table 1.3:**
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

| | 2008-2009 | 2009-2010 | 2010-2011 |
|---|---|---|---|
| **Annual Successful Course Completion Rate for Vocational Courses** | 75.6% | 76.5% | 78.0% |

## Pre-Collegiate Improvement:  Basic Skills, ESL, and Enhanced Noncredit

**Table 1.4:**
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

| | 2008-2009 | 2009-2010 | 2010-2011 |
|---|---|---|---|
| **Annual Successful Course Completion Rate for Basic Skills Courses** | 61.5% | 59.7% | 61.4% |

**Table 1.5:**
Improvement Rates for
ESL and Credit Basic
Skills Courses

See explanation in Appendix B.

| | 2006-2007 to 2008-2009 | 2007-2008 to 2009-2010 | 2008-2009 to 2010-2011 |
|---|---|---|---|
| **ESL Improvement Rate** | 67.3% | 69.3% | 61.1% |
| **Basic Skills Improvement Rate** | 65.7% | 69.6% | 67.3% |

**Table 1.6:**
Career Development  and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

| | 2006-2007 to 2008-2009 | 2007-2008 to 2009-2010 | 2008-2009 to 2010-2011 |
|---|---|---|---|
| **CDCP Progress and Achievement Rate** | 12.3% | 5.0% | 2.7% |

## Mt. San Antonio College
Mt. San Antonio Community College District

### College Profile

**Table 1.7:**
Annual Unduplicated
Headcount and Full-Time
Equivalent Students (FTES)

| | 2008-2009 | 2009-2010 | 2010-2011 |
|---|---|---|---|
| **Annual Unduplicated Headcount** | 69,624 | 58,667 | 57,751 |
| **Full-Time Equivalent Students (FTES)** | 32,685 | 31,048 | 31,152 |

Source:  The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System.  The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

**Table 1.8:**
Age of Students at Enrollment

| | 2008-2009 | 2009-2010 | 2010-2011 |
|---|---|---|---|
| **19 or less** | 43.1% | 38.9% | 40.0 % |
| **20 - 24** | 24.3% | 27.3% | 27.5 % |
| **25 - 49** | 23.1% | 24.0% | 22.9 % |
| **Over 49** | 9.4% | 9.7% | 9.4 % |
| **Unknown** | 0.0% | 0.2% | 0.1 % |

Source:  Chancellor's Office, Management Information System

**Table 1.9:**
Gender of Students

| | 2008-2009 | 2009-2010 | 2010-2011 |
|---|---|---|---|
| **Female** | 53.6% | 53.2% | 52.5% |
| **Male** | 45.4% | 44.8% | 45.5% |
| **Unknown** | 1.0% | 2.0% | 2.0% |

Source:  Chancellor's Office, Management Information System

## Mt. San Antonio College
**Mt. San Antonio Community College District**

### College Profile

**Table 1.10:**
Ethnicity of Students

| | 2008-2009 | 2009-2010 | 2010-2011 |
|---|---|---|---|
| **African American** | 4.6% | 3.7% | 4.6% |
| **American Indian/Alaskan Native** | 0.4% | 0.3% | 0.3% |
| **Asian** | 19.6% | 15.8% | 17.4% |
| **Filipino** | 4.5% | 3.6% | 3.9% |
| **Hispanic** | 42.5% | 37.0% | 48.1% |
| **Pacific Islander** | 0.8% | 0.5% | 0.5% |
| **Two or More Races** | .% | 0.4% | 1.2% |
| **Unknown/Non-Respondent** | 13.5% | 27.0% | 10.7% |
| **White Non-Hispanic** | 14.1% | 11.9% | 13.3% |

Source: Chancellor's Office, Management Information System

## Mt. San Antonio College
Mt. San Antonio Community College District

## College Peer Grouping

**Table 1.11:** Peer Grouping

| | Indicator | College's Rate | Peer Group | Peer Group Low | Peer Group High | Peer Group |
|---|---|---|---|---|---|---|
| F | Improvement Rate for Credit Basic Skills Courses | 67.3 | 58.4 | 38.8 | 76.9 | F2 |
| G | Improvement Rate for Credit ESL Courses | 61.1 | 57.9 | 40.8 | 69.2 | G5 |
| A | Student Progress and Achievement Rate | 52.1 | 49.9 | 38.0 | 60.5 | A1 |
| B | Percent of Students Who Earned at Least 30 Units | 76.2 | 76.0 | 70.8 | 85.9 | B4 |
| C | Persistence Rate | 76.1 | 74.7 | 69.3 | 82.1 | C2 |
| D | Annual Successful Course Completion Rate for Credit Vocational Courses | 78.0 | 75.8 | 65.1 | 87.3 | D4 |
| E | Annual Successful Course Completion Rate for Credit Basic Skills Courses | 61.4 | 63.5 | 52.2 | 76.6 | E3 |

Note:  Please refer to Appendices A and B for more information on these rates.  The technical details of the peer grouping process are available in Appendix D.

# ARCC 2012 Report:  College Level Indicators

## Mt. San Antonio College
**Mt. San Antonio Community College District**

### College Self-Assessment

The majority of Mt. San Antonio College (Mt. SAC) students attends part-time and has various goals.  Many of the approximately 40,000 fall semester "traditional" students seek career/technical training, while others seek an associate degree and/or university transfer.  The college also has students who are 25+ years of age, single parents, homemakers, and choose vocational majors.  Some students come well prepared scholastically and pursue their goals through honors-level studies.

Mt. SAC remains committed to student success by providing continuous evaluation processes necessary to assess progress and improve programs and services.  Mt. SAC is encouraged to see its ARCC results mostly improving each year.  Overall, Mt. SAC students are above their peer college averages in almost all of the performance indicators cited in this report.  In Table 1.6, the Career Development of College Program (CDCP), metric shows a decrease from last year that is explained by the higher enrollment of summer high school diploma students in each new "cohort"; these students cannot achieve the performance indicators due to their high school status at the time of enrollment into a new "cohort."  Mt. SAC is participating on a statewide Noncredit Accountability Task Force that is proposing changes to CDCP progress indicators as well as the cohort definitions in order to accurately reflect the success of CDCP students.  Additionally, the Chancellor's Office still lacks the collection processes to measure CDCP progress or completion of certificates.  The College supports the convening of a new ARCC Task Force and suggests that it includes at least one noncredit practitioner.  There continues to be a data coding issue for mathematics improvement that the College has addressed for the 2013 ARCC Report.  Data issues to be explored include vocational successful completion rates, credit ESL course success rates, and basic skills English improvement rates.

The College assures that its curriculum is consistent with the demands of today's job market by establishing partnerships with local businesses and community leaders.  Mt. SAC is also expanding agreements with K-12 and universities to further facilitate student success and transfers to the baccalaureate level.

Mt. SAC has maintained a tradition of achieving state and national distinction.  Two Mt. SAC honor students were selected by Phi Theta Kappa to the 2011 All-California Academic teams.  Two students were selected from a national pool to win the coveted Jack Kent Cooke Undergraduate Transfer Scholarships in 2011.  In addition, the Forensics Team won the national speech/debate title.

The College offers programs and services, through various grants, to improve student success.  Last year, Mt. SAC managed more than two dozen grants, totaling nearly $13.9 million dollars, including programs supported by the U. S. Department of Education, the National Science Foundation, the U. S. Department of Labor, the U. S. Department of Agriculture, the Health Resources and Services Administration, the California Community College Chancellor's Office, and other state and private agencies.  These and other efforts support the College's longstanding commitment to promoting innovation in teaching and learning and giving priority to students' needs.