President's Cabinet Action Notes

Bill Scroggins, *President & CEO* • Irene Malmgren, *VP of Instruction* • Audrey Yamagata Noji, *VP of Student Services*
Mike Gregoryk, *VP of Administrative Services* • Ibrahim "Abe" Ali, *VP of Human Resources*

September 4, 2018

1. Cabinet reviewed and discussed the following information items:
   a. Cabinet reviewed the 2018 CEO Tenure Retention Study (attached). Some key points:
      - Major factors in CEO turnover are Organizational Stability (allows college leaders to focus on practices and initiatives) and Financial Sustainability (less need for emphasis on financial management.)
      - California continues to lead the nation with women as 39 percent of CEOs.
      - In the last 10 years, the mean tenure of CEOs was 5.2 years, a decrease from 7.2 years for 1998-2008.
      - Half of CEOs who left their position either retired or passed away, about a third of CEOs left for another
      - CCC CEO position, and nearly a fifth were released from their position.
      - Overall diversity has remained relatively constant since 2005 (about 58% Caucasian) with a notable decrease in Latino/a CEOs (20.0% to 13.3%) and increase in Asian/Pacific Islanders (5.2% to 8.9%).
   b. Bill shared an introduction (attached) to be included when the 2018 Climate Action Plan (attached) is published.
   c. As reported by KQED, a recent study (attached story and link to report), nearly half of working Californians are grappling with poverty. More than a third struggle to cover rent or a mortgage and can't pay at least one monthly bill. Forty-three percent have scaled back meals to save money.
   d. A recent report, "Elevating College Completion," (attached) is a collection of articles by several authors with varying perspectives—mostly thoughtful and constructive—on college completion. Major themes by chapter:
      1) The lay of the land through data: four-year college graduation rate of 49.1% and two-year college rate of 38.6%, Data also show how the college dropout problem represents significant costs for students and taxpayers alike.
      2) Government policies with unintended (and negative) consequences such as performance based funding might simply encourage some schools to generate low-quality degrees or admit only the most academically prepared students.
      3) Practices that boost completion without compromising standards such as comprehensive supports to students facing academic challenges, emergency grants for unmet financial need, and using data to provide better guidance to students.
      4) What K–12 education can do to improve the academic preparation of students for college—examples show particularly that increased academic rigor is effective although challenging to bring to scale.
      5) Incorporating psychological factors—such as linking classroom work to real-world aspirations and using online modules to activate students' motivation and sense of belonging can improve student success.
   e. The college has received a letter (attached) from John Meany, Director of Forensics at Claremont McKenna College, praising Danny Cantrell, Communication Department Chair. The letter says in part:
      > Recently, Danny hosted the middle school southwest regional championship at Mount San Antonio College in April 2018. Student teams from 10 debate leagues qualify for the event—more than 450 teachers and students attended the tournament. The competition ran seamlessly, with Danny at his computer, entering data and producing results to stay ahead of the clock a rigorous full day schedule. He organized his forensics students to serve as a professional crew of volunteers and judges.
   f. The Public Policy Institute of California (PPIC) has produced a brief long-term view of higher education funding (attached). The report cites that California's budget allocated to higher education declined substantially, from 18.0% in 1976–1977 to 10.4% in 2012–13. However, this pattern has reversed in the past few years. See chart. Since 1976, community college funding has doubled from $4.7 B to $9.4 B in 2017 dollars (inflation adjusted). Of course this is a reflection of the Prop 98 guarantee—not extended to UC and CSU as the chart demonstrates.
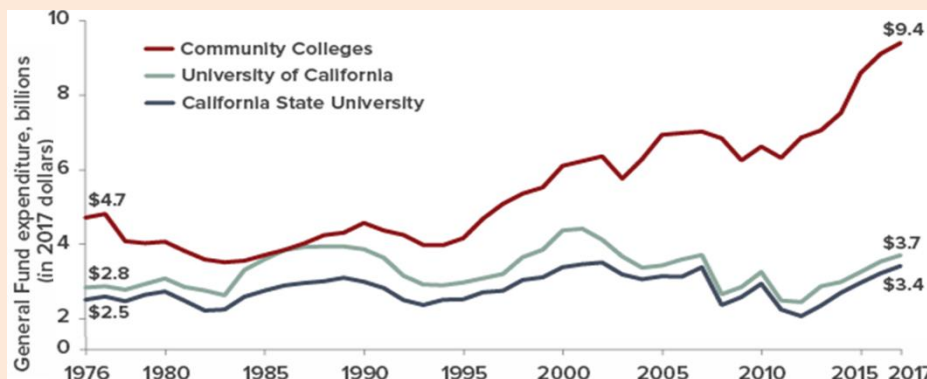
g. PPIC has also issued a report, "Remedial Education Reforms at California's Community Colleges" ([attached](#)) and a Technical Appendix ([attached](#)). The report focuses on results from colleges who are early implementers of AB 705. (See box for AB 705 requirements.) Report findings:

> AB 705 limits use of assessment tests to advisory only and requires multiple measure placement in Math and English based on high school performance (if not available, colleges may use guided self-placement). Placement must maximize the probability that a student will enter and complete transfer-level coursework in one year. Prerequisites may not be required unless data establishes that students are highly unlikely to succeed in transfer-level coursework.

- Over 8 years, only modest gains made in direct placement in transfer English (up from 37% to 44%) and Math (23% to 28%).
- In 2016-17, 40 colleges placed more than 50% in transfer English; only 7 placed more than 50% in transfer Math. (Mt. SAC placed 16% in transfer English and 31% in transfer Math.)
- The 15 colleges with the greatest increases in direct placement into transfer English showed only an average of 7% year-over-year improvement in completing the course. (Mt. SAC English 1A throughput decreased 6% Fall 2015 to 16.)
- The report states, "Early implementers used different curricular (e.g. co-requisite courses) and non-curricular supports (e.g. counseling, and mentoring) to amplify the effectiveness of their reforms to placement."

Cabinet noted that the report included no information on "reforms in placement" that colleges may have used.

- In a selected sample of 9 colleges, the report discusses the use of corequisites to transfer level English. Only 2 colleges using corequisites to transfer Math were studied.
- Use of corequisites made average gains of 48% passing transfer English (30% to 78%) and in Math (22% to 70%).

Cabinet noted that corequisite data was not based on direct placement into transfer level.

h. The Mt. SAC Summer Science Exploration Experience Program was again a success ([report attached](#)). Kudos to Iraj Nejad and Charlie Newman for creating and sustaining the program. A total of 51 middle school students completed the science experience. By grade: 14 - 6th grade, 19 - 7th grade, 12 - 8th grade, and 6 - 9th grade

2. The draft 2019-20 State Budget and Legislative System Request from the Chancellor's Office ([attached](#)) recommends to the Board of Governors several priorities for funding and legislation:
   - Increases in Funding for the Student Centered Funding Formula
   - Comprehensive Support for All Students
   - Improved Quality Through Support for Education Professionals
   - Better Links to the Workforce
   - Statewide Leadership for Educational Equity

   Details are in the attachment. The recommendation will be on the September BOG agenda for action.

3. The *New York Times* reports ([attached](#)) Education Secretary Betsy DeVos will be issuing new rules for Title IX implementation that make several changes—in regulations that have the force of law including:
   - Narrowing the definition of sexual harassment,
   - Holding schools accountable only for formal complaints filed through proper authorities,
   - Holding schools accountable only for conduct said to have occurred on their campuses, and
   - Establishing a higher legal standard to determine if schools improperly addressed complaints.

4. Cabinet reviewed the Math Department's proposal ([attached](#)) to establish a Phase 2 Math Placement and Support Recommendation Model. David Beydler shared "release notes" for the change ([attached](#)). Cabinet was concerned about the lack of minimum high school performance requirements for placement into college level math courses. More discussion and review will be needed before this proposal is advanced.

5. Cabinet considered revisions to AP 5200 Student Health Services ([attached](#)) and referred these to Audrey for review and recommendations.

6. Information on the EAB Navigate (link) program was shared. As reported previously, the college is seeking a software solution that will meet two objectives:
    1) allow educational programs from Mountie Academic Plan (DegreeWorks software—link) to be integrated with the semester class schedule (Banner software—link) and allow students to create a course schedule for that semester and then register in those classes, and
    2) provide data gathering and analytics to inform the building of the semester class schedule and measure effectiveness in the resulting enrollment management outcomes.

Concern has been expressed about the ability of EAB Navigate to interface with Banner and DegreeWorks. In a Colorado State Board for Community Colleges report (attached), their Chief Information Officer, Julie Ouska, reported that EAB Navigate is working with both DegreeWorks and Banner (see yellow highlighted paragraphs on pages 4 and 15 of the attachment. Dale Vickers, Chief Technology Officer, is following up on this contact—and a trip to Colorado may be in the offing. Other EAB documents of relevance are:

- EAB User Guide (attached)
- Turn pathways maps into data-driven course schedules (attached)
- Navigate Campus Feature Overview (attached)—With Personal Calendar (see graphic)

7. Cabinet continued discussion of the impact on Mt. SAC of the Student Success Funding Formula. Group 3 on the convenings held in July discussed research and policy matters stemming from the new funding formula (see attached summary table). Today, Cabinet began discussion of research topics surrounding completion data—developing a research design with target questions. Next week, Cabinet will follow up with timelines and resources on the areas below.
    1) *Degrees and Certificates* What are the stumbling blocks to completion? Where are the losses on the pipeline from admission to completion? What impact does academic support (tutoring, SI, etc.) have on reducing these losses? How many local certificates do we have that are below 16 units? Which programs have low numbers of students completing?
    2) *Transfers* How many transfers are produced by each program? What is the status of our CalPASS+ agreements? Do we have state data on UC and CSU transfers by TOP code?
    3) *Counseling Case Management* What is it about the student/counselor interaction should be analyzed for impact on success? What factors trigger students when need extensive discussion with counselors?
    4) *Close to Completion (link)* How many students have ≥45 units? What are their characteristics? How many of these have CSU "golden four" for transfer? What incentives would motivate these students to complete?

2. Items for future agendas (items for the next Cabinet meeting are shown in BOLD:
    a. Update on Multiple Measures Placement Workgroup (**Audrey, Gregory & Team, 9/11**)
    b. New Resource Allocation (All, 10/16)
    c. Student Centered Funding Formula: Summarize 1. Intermediate/Long-term Actions, 2. Construct Draft Research Agenda, 3. Report on Policy Development Process)
       9/4 Phase 1; 9/18 Phase 2

3. Quarterly Reports to Cabinet
    a. Emergency Response Plan Quarterly Report (Mike Williams & Melonee Cruse, 11/13)
    b. Building 26A 2nd Floor Classroom Pilot Project (**Gary, 9/11**)
    c. Faculty Position Control Quarterly Report (Gregory & Rosa, 10/9)
    d. Timely Employee Evaluations & Quarterly Cabinet Review (All, 9/18)
    e. Construction Project/Scheduled Maintenance Quarterly Report (**Gary, 9/11**)
    f. IT Projects Quarterly Report (Dale, 11/20)
    g. Grants Quarterly Update (Gregory & Adrienne, 9/18)
    h. Dual Enrollment Offerings at Local High Schools (Joumana & Francisco, 11/13)
    i. International Student Update (Audrey & Darren, 9/18)
    j. Student Support System Work Group (Dale, Barbara, Joumana, Madelyn, Tom, Francisco, Eric, 9/25)