President's Cabinet Action Notes

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

MT. SAC
Mt. San Antonio College

February 4, 2020

1. Cabinet reviewed and commented on the following information items:
   a) "Clarifying the True Cost of College for Student Parents" (attached) addresses the issue that "net cost calculators" commonly used for federal financial aid applications "fail to transparently account for the additional costs associated with parenting for low-income individuals."
   b) The Spring Enrollment Comparison Report for February 2nd (attached) shows headcount up 1.62%, but total credit enrollment is down 1.1%. This is typical for the last few years in which most growth is in noncredit. Open sections are down 5.3% and closed sections are up 1.4% indicating strong credit enrollment demand. Available seats are down 6.8% while wait lists are up slightly at 1.1%. Cabinet agreed that these numbers called for an analysis of the nature of the unmet credit enrollment demand and possible adjustments.
   c) LA/OC Strong Workforce Regional Consortium Yearly Report Press Release is attached. The first bulleted successful outcome states, "Developed curriculum to support basic skills "boot camps," which have already served more than 700 L.A. County students through Mt. San Antonio College's pilot program."
   d) "Higher Education is a Driver of Economic Mobility in California" (attached) finds that "a majority of Californians see a four-year degree as very important for economic and financial success." That said, "There are large and persistent gaps between socioeconomically disadvantaged and their peers" These gaps extend "across racial/ethnic groups-in college preparation, access, and completion." Wages have grown most for highly educated workers. See the chart below.
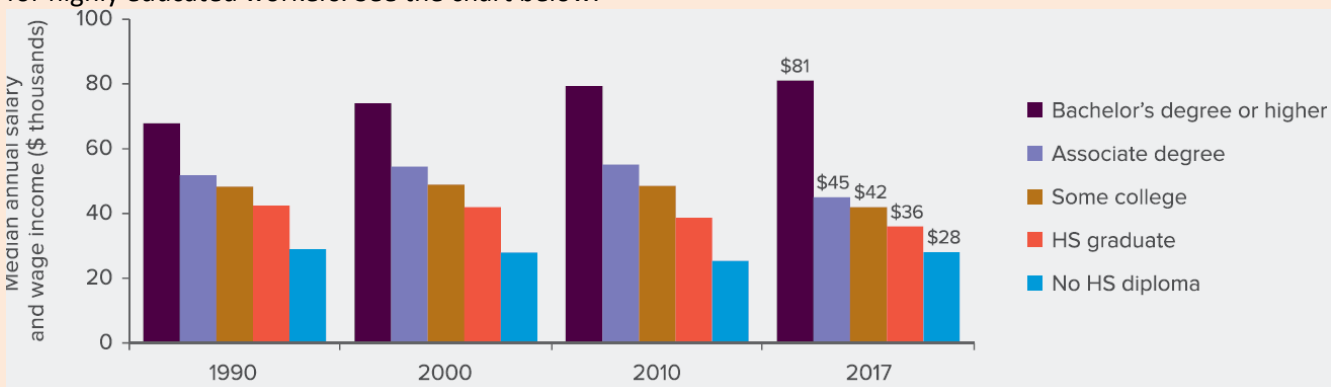
2. The California Community College Curriculum Committee (link) has proposed a series of conversations at their committee meetings focused on advancing policy or regulation recommendations and detailing competency based course and program approval processes to facilitate broad implementation of competency-based education. The outline for their conversations is attached. Cabinet noted that Calbright College, the fully online California Community College is entirely competency based (link).

3. The term "Inclusive Access to Textbooks" means that every student has the same materials on the first day of class, with the charge included as part of their fees when they enroll. The growth of this model was precipitated by a 2015 Department of Education regulation (link) which enabled institutions to include books and supplies in their tuition or fees. The regulation requires that institutions must give students the option to opt out, and they must have deals with publishers to ensure materials are "available to students below competitive market rates." Colleges and universities (link 1, link 2) contract with publishers like Pearson (link) and with bookstores like Barnes and Noble and its "First Day" initiative (link) to offer discounts of up to 70%. Arrangements can include print or digital texts. See

[the attached article](#). Students who opt out are not changed and must obtain their textbook on their own. Students with financial aid receive their textbooks before the term begins and then the cost is deducted from their award. Mt. SAC is planning such a pilot in Physics this coming fall. While inclusive access does reduce costs from tradition print versions, online educational resources are often available online at no cost or may be downloaded or printed for reasonable fees. Also, the inclusive access model incentivizes students to acquire texts through the college rather than through independent bookstores or online textbook vendors—who, in fact are taking legal action against inclusive access book sellers. [See the attached article](#).

4. The LA/OC Regional CTE Consortium has made available the 2020-21 SWP Regional Project Request for Proposals and Rating Criteria Templates (see [attached](#)).

5.

   6. Abe provided follow-up on AP 3435 Discrimination and Harassment Investigations([attached](#)) and 3540 Sexual Misconduct, Dating Violence, Domestic Violence, and Stalking ([attached](#)).

   7. Cabinet approved three new Requests to Fill ([attached](#)).

2. Items for future agendas (items for the next Cabinet meeting are shown in BOLD):
   a. New Resource Allocations (**All, 2/18**)
   b. SEAP Allocation Model (Audrey, Madelyn, Rosa 4/28)
   c. Multiple Measures Placement Workgroup (Audrey, Joumana & Team, 3/24)
   d. Management Workgroup for SEAP funds (Audrey, Madelyn et al, 3/3)
   e. Student Centered Funding Formula—Continued Follow Up
      A. B. Noncredit Support of SCFF & Multiple Measures (Madelyn, 4/14)
      B. Implementing SCFF Research Agenda and Data Reporting/Analytics (Barbara, 3/17)
      C. DOE and CalPASS-PLUS follow up for K-12 full participation (Barbara, Bill, 3/17)
      D. Auto Award/Near Completion (Audrey, George, Francisco, Dale, 3/3**)**
      E. EAB Navigate Schedule Building & Data Analytics (**Student Support Workgroup-- Francisco, 2/18**)
   f. Follow-up on AP 3435 and 3540 (Abe, 5/4)
      1) AP 3435 Discrimination and Harassment Investigations ([attached](#))
      2) AP 3540 Sexual Misconduct-Dating Violence-Domestic Violence-Stalking ([attached](#))

14. Quarterly Reports to Cabinet
    a. Emergency Response Plan Quarterly Report (Duetta, 4/14)
    b. Room Utilization/Capacity-Load Ratio Project (Gary, Mika, Joumana, Kevin Owen, 4/14)
    c. Faculty Position Control Quarterly Report (Joumana & Rosa, 4/14)
    d. **Construction Project/Scheduled Maintenance Quarterly Report (Gary, 2/18**)
    e. IT Projects Quarterly Report (Dale, 3/17)
    f. Grants Quarterly Update (Adrienne, 3/17)
    g. Dual Enrollment at Local High Schools Quarterly Report (Joumana, Joel & Francisco, 4/28)
    h. International Student Quarterly Update (Audrey & Darren, 4/21)
    i. Academic Support Coordination Project Quarterly Report (Madelyn, Meghan, 3/10)