



**July 28, 2020**

1. Cabinet reviewed and commented on the following information items:
  - a. The [2020-21 Academic Calendar](#) with recently negotiated holidays was distributed to the campus.
  - b. The President's Office will be sponsoring the African American Male Education Network & Development's, also known as A2MEND, [Townhall Webinar Series](#). Topics will include education, economics, politics, and other policy changes that are needed to overcome systemic racism toward Black and African Americans in the United States. The first webinar titled "Anti-Racism: Across Racial National Dialogue on the History of Anti-Black Racism and its Impact on U.S. Society" is scheduled for August.
  - c. The [Central Campus Open Space and Circulation Study Plan](#) was presented to the Campus Master Plan Coordinating Team (CMPCT). The purpose of this study was to review and effectively coordinate safe and fluid traffic movement and pedestrian circulation in the center region of the campus while taking into consideration below grade (utility/infrastructure) improvements, landscaping, lighting, and wayfinding. The diagrams depict what the new circulation patterns will look like, the red line represents what will primarily serve as a service vehicle access path, the blue line is a pedestrian path of travel, and the light blue line represents a drop off configuration.
  
2. Cabinet continued discussion on recruitments, the frost list, and new requests:
  - The [original vacancy list](#) that was reviewed and approved by Cabinet will continue to be updated as requests come forward. All requests not already included in this list will need Cabinet approval prior to being processed by Fiscal Services. Positions will be reviewed on an individual basis and determined for recruitment or frost.
  - Carol has worked with the VP Executive Assistants on the process for positions not on the original vacancy list. All requests for positions (whether new or recently vacant) will flow through the VPs office to Cabinet on a Request to Fill (RTF) form with included budget justification and hiring rationale for the recruitment of the position. Departments will receive an acknowledged form back from Cabinet for submission through the regular RTF process.
  - Cabinet reviewed the [Proposed Budget for Research Position/Change of Status](#) that was brought forward from Research and Institutional Effectiveness as a good model of justification and rationale for a position. The Change in Status form will be moved forward for implementation.
  
3. The SEAP categorical budgets will be changing the way that the College spends annual carryover SEAP funds. The carryover balance will be expended first each fiscal year then sufficient funds from the current year State SEAP funding will be allocated to complete that year's funding for each SEAP program/activity. This process will relieve the issue needing expenditure transfers to spend the carryover money. The tentative program/activity allocations are set up into a new system with org and account numbers. Part of the Board presentation for the adopted budget this fall will be to explain this funding source and how the 12-month program/activity allocations are set up. There are now two SEAP approval queues, one for programs/activities under Instruction and one for programs/activities under Student Services. Both approval queues will route to the appropriate VP for final approval. This process allows for overall budget management at the VP level. When funds are reconciled and carryover is known, Bill, Audrey, and Richard will meet to discuss the process and priorities for the allocation of any unallocated annual SEAP funding.

4. Cabinet continued discussion on the Mt. SAC Path to Recovery and campus reopening:
  - a. The [Coronavirus Statistics by Country](#) data brings perspective to the worldwide pandemic and the status of the coronavirus in the US. The report compares countries and draws conclusions from the data. The data plot shows that the US is very high in per capita testing compared to other countries (despite popular press stories). The countries that are controlling infection rates are increasing testing as the per capital rate of positive tests grows. In addition, the data table shows that the US is about average in terms of the percentage of tests that are positive when compared with countries around the world. Positive test rates under 8% are typical for contagion rates. This is a factor to consider as LA is recently back down to just over 8% (although LA is often cited as one of the “epicenters” of the virus). Being the most populous county in the nation does explain why the number of cases is high even with average rates of positive tests. That said, LA needs to ramp up the testing as a result of the percentages going up. A higher testing rate is important as contact tracing has a better chance of slowing the extent of contagion.
  - b. The Return to Campus Workgroup has reviewed the return to campus program priority ranking from the Instruction Team. Higher priority courses are making progress on safety and strategy plans and others will need more work. Nursing will restart the three cohorts from Spring that will need to complete some nursing skills training, some in the campus skills lab and some as hospital clinical hours which are a concern both because of limited hospital placement and because of the risk of COVID-19 exposure. The group is looking at preferred PPE for the hospital clinical groups.
  
5. Cabinet was joined by Michelle Sampat, Associate Dean of Instructional Services, George Bradshaw, Dean of Enrollment Management, David Beydler, Professor of Math, and Dianne Rowley, Professor of Learning Assistance, Reading and Department Co-chair, to provide an update on Multiple Measures Placement. Highlights:
  - Recent information from Chancellor’s Office dealing with placement in Credit ESL (Mt. SAC’s AMLA program) has created uncertainty about placement of students who have not completed three years or more of high school. AMLA has been making progress in finding ways to place those students while keeping in line with the placing as many students as possible into transfer level English and math. The AMLA department has been distressed with recent low enrollment. AMLA developed a combined methodology of student self-placement and receiving a placement based on meeting with an AMLA faculty member. This methodology may be problematic because of language in the Chancellor’s Office memo. This situation is compounded due to the confusing statements in the memo. AMLA faculty are continuing to move forward to seek the best outcomes for students.
  - The AB 705 team is looking at modifying the Assessment Questionnaire for placement of students who came to the US for just part of their high school years.
  - David Beydler reported on the status of [Math enrollment update](#):
    - Overall math enrollment continues to decline due to drops in 50 to 71 below transfer course enrollment. Both the statistics and calculus pathways have trended up.
    - The shift this Spring to online was quite disruptive in Math with concerns on the impact of cheating, technology limitations, higher drop rates, and allowing Pass/No Pass grading.
    - What worked in Spring 2020 was Zoom for class and office hours, Canvas, and making videos.
    - Success in transfer level (100-180) has increased both in percent (33%) and number (1732-2310).
    - Asian and White student success rates exceed those of Latinx and Black student success by 5 to 10%.
    - The impact of taking the online corequisite classes is mixed. More work is underway in this area.
    - For Fall 2020, Math 100 has filled (now UC transferrable), others are filling with some open sections, and the Math Department discussed tracking drops to capture cause and interventions.

6. Cabinet was joined by Michelle Sampat, Associate Dean of Instructional Services, Joel Monroy, Director of Dual Enrollment, and Marlyn Lanuza, Assistant Director of Dual Enrollment to provide a [Dual Enrollment Update](#). Highlights:
  - COVID-19 has made a large impact on our K-12 partners as they see an uncertain Fall semester approaching. Adjustments have been made, and all will start online as directed by the Governor. Schools are working with the Mt. SAC Dual Enrollment team to prepare for Fall semester students. The team has been working hard to answer emails, making sure that students have their questions answered, as well as assisting with technical issues in registering for Fall 2020 courses.
  - The MOU's for 2020-21 have been approved by the Board and sent to the Districts. There are 12 school districts participating, with 27 high schools set for the 2020-21 academic year.
  - Currently 59 sections of dual enrolment courses are scheduled for the upcoming semester. The team is working with faculty to determine if their courses will be synchronous or asynchronous. The team is ensuring that all dual enrollment faculty are FOMAR trained.
  - New partners for 2020-21 are Pomona Catholic High School, Charter Oak High School, Garey High School, Pomona High School, Fremont Academy of Engineering, and Palomares Academy of Health Sciences.
  - Dual Enrollment Counselors have been important during this transition to online. These counselors have been regularly in communication with students who were exploring EW and Pass/No Pass grading options.
7. Cabinet was joined by Doug Jenson, Associate Vice President of Administrative Services, to provide an update on [Budget Reports/Monitoring Protocols for Managers](#). A small workgroup met to discuss the challenges in management oversight of budgets. Issues were evident in areas such as overtime and the use of short-term hourly employees. Fiscal Services will be training on the innovations that have been developed over the last few years. Doug took an initial look at the hourly budgets and budget monitoring protocols. As there is a legal obligation to pay employees for time worked, management oversight of overtime is essential to prevent these accounts from being in deficit. Solutions discussed included using technology to provide early alerts of pending budget overruns. Also, managers will be surveyed on information they may need to manage their budgets and be out in front of potential problems. Involving administrative assistants in this process will be essential.
8. Cabinet reviewed and/or approved the following job descriptions:
  - a. [Manager, Academic Support](#) was approved.
  - b. [Instructional Services Analyst](#) was reviewed and will be approved at the next Cabinet meeting. This new job description came from work by the Reclassification Committee.
9. Richard reported:
  - The day-over-day enrollment report comparison with last year shows enrollment is down 22.8%. Larger wait lists show that the enrollment is there, but perhaps students are taking much longer to decide.
  - The Institutional Effectiveness Committee is discussing the possibility of sub committees to work on elements of developing the Strategic Plan next stage. The Fall Planning summit typically comes after the Fall Expanded PAC but will need to come first to have information about a Strategic Plan for Expanded PAC.
10. Morris reported:
  - A [sample form](#) is available for CARES Act institutional funding requests. This form is similar to others that the College uses and will help track spending for audit purposes.
  - He has confirmed that supplies can be shipped to an employee's home due to the emergency conditions if the purchase is no more than \$500 and the [information on this exception](#) has been sent to managers.

11. Abe reported:

- Negotiations are continuing with CSEA 262 and 651.
- There is a need for a temporary process to verify I-9 documents<sup>1</sup>. The current challenge is in the short-term hourly and adjunct categories with a high volume of new employees and little time to verify their documents to meet the three day processing deadline. HR is proposing that documents be verified at the department level and sent to HR. This topic requires additional Cabinet discussion.

12. Audrey reported:

- First time student enrollment is down, although Bridge and Step numbers are doing well. Student Services staff continue to try new ways to reach out to students.
- The SEAP workplan draft is ready.
- There is a laptop distribution is planned for Fall.
- The Promise Plus Program team met yesterday to review the program budget. The 2018-19 dollars were fully expended, but funds for 2019-20 are expected to produce a carry forward balance of \$1.3M.
- She is meeting with Morris and Suzanne to determine how to distribute books with vouchers for EOPS and Promise Plus students.

13. Items for future agendas (items for the next Cabinet meeting are shown in BOLD)

- a. Develop Budget Reports and Monitoring Protocols for Cost Center Managers (Morris, Doug, 9/8)
- b. Adjustments to the 2020-21 budget to Meet State Allocation Reductions (**ALL, as needed each Cabinet**)
  1. Limiting Short-term Hourly and Professional Expert Positions
  2. Manage Overtime Assignments and Costs
- c. Multiple Measures Placement Workgroup (Joumana, George, and Team, 10/27)
- d. Management Workgroup for SEAP funds (Audrey, Madelyn, and Rosa , 9/8)
- e. Student Centered Funding Formula—Continued Follow Up
  1. Noncredit Support of SCFF & Multiple Measures (Madelyn, 8/11)
  2. Implementing SCFF Research Agenda and Data Reporting/Analytics (Barbara, 10/20)
  3. Auto Award/Near Completion (Audrey, George, Francisco, Dale, 8/11)
  4. EAB Navigate Schedule Building & Data Analytics (Student Support Workgroup-- Francisco, 8/18)

14. Quarterly Reports to Cabinet

- a. Emergency Response Plan Quarterly Report (Duetta, 10/13)
- b. Room Utilization/Capacity-Load Ratio Project (Gary, Mika, Joumana, and Kevin, 10/20)
- c. Faculty Position Control Quarterly Report (Joumana and Rosa, 10/20)
- d. Construction Project/Scheduled Maintenance Quarterly Report (Gary, 8/18)
- e. IT Projects Quarterly Report (Dale, 8/11)
- f. Grants Quarterly Update (Adrienne, 10/6)
- g. Dual Enrollment at Local High Schools Quarterly Report (Joumana, Joel, Marlyn, and Lina, 10/27)
- h. International Student Quarterly Update (George and Darren, 9/8)
- i. Academic Support Coordination Project Quarterly Report (Madelyn and Meghan, 10/13)

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<sup>1</sup> The Form I-9 is used to verify the identity and employment authorization of individuals hired for employment in the United States. All U.S. employers must properly complete Form I-9 for each individual they hire for employment in the United States. This includes citizens and noncitizens. Both employees and employers (or authorized representatives of the employer) must complete the form.