



MT. SAN ANTONIO COLLEGE

SPECIAL MEETING OF THE BOARD OF TRUSTEES

Saturday, January 21, 2017

MINUTES

CALL TO ORDER

The special meeting of the Board of Trustees of Mt. San Antonio College was called to order by Board President Bader at 8:33 a.m. on Saturday, January 21, 2017. Trustees Baca, Bader, Chen, Chen Haggerty, Hall, Hidalgo, Santos, and Student Trustee Santos were present.

STAFF PRESENT

Bill Scroggins, President/CEO; Mike Gregoryk, Vice President, Administrative Services; Irene Malmgren, Vice President, Instruction; and Audrey Yamagata-Noji, Vice President, Student Services were present.

PUBLIC COMMUNICATION REGARDING CLOSED SESSION

- Community Member Mansfield Collins commented regarding Closed Session item 1.

CLOSED SESSION

The Board adjourned to Closed Session at 8:38 a.m. to discuss the following items:

1. Conference with Real Property Negotiators, per California Government Code Section 54956.8 – Property: Assessor's ID No 8709-087-023; District Negotiators: Michael Gregoryk; Negotiating Parties: Mt. San Antonio College and Horizon Pacific; Under Negotiation: Price and terms of payment

PUBLIC SESSION

The meeting reconvened at 10:29 a.m., and the Pledge of Allegiance was led by Gary Nellesen.

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.

REPORTING OF ACTION TAKEN IN CLOSED SESSION

None.

PUBLIC COMMUNICATION

- Community Member Mansfield Collins commented regarding resolution of pending issues between United Walnut Taxpayers and Mt. SAC.

1. EDUCATIONAL AND FACILITIES MASTER PLANNING

Irene Malmgren, Vice President, Instruction and Gary Nellesen, Director, Facilities Planning and Management gave a presentation entitled 2018 Educational and Facilities Master Plan.

The presentation may be found on the College website with these minutes.

2. POTENTIAL NOVEMBER 2018 FACILITIES BOND MEASURE

Mike Gregoryk, Vice President, Administrative Services and Gary Nellesen, Director, Facilities Planning and Management gave a presentation entitled Potential 2018 Facilities Bond Measure.

The presentation may be found on the College website with these minutes.

3. OVERVIEW OF RECENT CHANGES IN HUMAN RESOURCES

Abe Ali, Vice President, Human Resources gave a presentation entitled 2017 Board of Trustees Retreat Human Resources.

The presentation may be found on the College website with these minutes.

4. FACULTY, STAFF, AND STUDENT DIVERSITY

This information was included in the above presentation.

The Board recessed for lunch at 12:19 p.m.

The Board reconvened at 12:45 p.m.

5. ACCREDITATION VISIT

Bill Scroggins, President & CEO and Irene Malmgren, Vice President, Instruction discussed the upcoming external evaluation visit and took the Board through a mock interview.

6. 2017-18 BUDGET – LONG RANGE PLANNING

Mike Gregoryk, Vice President, Administrative Services gave a presentation entitled Future Budget Issues.

The presentation may be found on the College website with these minutes.

7. DUAL ENROLLMENT

Bill Scroggins, President & CEO; Irene Malmgren, Vice President, Instruction; Joumana McGowan, Associate Vice President, Instruction; Audrey Yamagata-Noji, Vice President, Student Services, and Francisco Dorame, Associate Dean, Counseling gave a presentation entitled Dual Enrollment.

The presentation may be found on the College website with these minutes.

8. PATHWAYS PROJECT

Bill Scroggins, President & CEO; Irene Malmgren, Vice President, Instruction; Audrey Yamaga-Noji, Vice President, Student Services; and Jeff Archibald, President, Academic Senate gave a presentation entitled Guided Pathways.

The presentation may be found on the College website with these minutes.

9. BOARD SELF-EVALUATION AND PRIORITY SETTING

A compilation of survey responses from Board Members to questions regarding the Board's areas of strengths and those areas they thought needed improvement were distributed.

The first part of the self-evaluation required Board members to give themselves a letter grade (A through F). The responses of Board Members were reviewed.

The responses of Board members to each of the open-ended questions were reviewed.

Discussion/Comments:

- After the lawsuit is settled, it would be an interest to have a joint meeting with the Walnut City Council to discuss how to better work with them on ongoing construction issues.

- It was recommended to have a joint meeting with all of the mayors in our District to keep them updated on the College, similar to the Joint Board Dinner with the District K-12s.
- It was also recommended to have a joint meeting with newly-elected representatives.
- There was discussion on improving information flow to Trustees on critical issues as they are happening.
- It was requested to provide regular litigation summaries to the Board.
- The goals identified in number 7 will be listed as a separate document.

The Board of Trustees Self-Evaluation compilation for 2017 is posted on the College website with these minutes.

10. ADJOURNMENT

The meeting adjourned at 4:14 p.m.

WTS:cn



MT. SAN ANTONIO COLLEGE

2018 Educational and Facilities Master Plan

JANUARY 21, 2017

TITLE 5 CALIFORNIA CODE OF REGULATIONS §51008 COMPREHENSIVE MASTER PLAN

The governing board of a community college district shall establish policies for, and approve, **comprehensive or master plans which include academic master plans and long range master plans for facilities**. The content of such plans shall be locally determined, except that the plans shall also address planning requirements specified by the Board of Governors.



TITLE 5 CALIFORNIA CODE OF REGULATIONS §51008 EDUCATIONAL MASTER PLAN

Ensures that the College will continue to meet its mission by answering two questions:

- How will our communities change in the next decade?
- Are our programs and services prepared to meet these challenges?



TITLE 5 CALIFORNIA CODE OF REGULATIONS §51008 FACILITIES MASTER PLAN

Ensures that the College's facilities support the College's institutional initiatives.

- Facilities Space
- Landscape and Outdoor Space
- Campus-wide Systems
- Traffic and Parking
- Utility Infrastructure



MASTER PLAN PURPOSE

The EMP and FMP will be developed in tandem. The EMP will drive the FMP. They will complement each other and create the Comprehensive Master Plan (CMP) document:

- The CMP will be a reflection of the College's commitment to its mission and will reflect the long-range program development, growth, and capital plans for the College.
- Further, the EMP will provide the foundation of the effective development of the FMP.
- This **integrated planning** process ensures that all planning and resource allocation activities, throughout every level of the organization, are effectively linked, coordinated, and driven by the institution's vision, mission, and academic priorities.

MASTER PLAN STEERING TASK FORCE FUNCTIONS

- To oversee the development of an integrated Educational and Facilities Master Plan (EFMP) where the Educational Master Plan (EMP) serves as the foundation for the Facilities Master Plan (FMP).
- To foster openness and inclusion in the master planning process, through dialogue and communication with the College's internal and external stakeholders.
- To guide the review and College-wide vetting of the Educational and Facilities Master Plan (EFMP), including the impact on College goals and priorities, analysis of data, consideration of alternative planning concepts, and discussion of key findings and recommendations.
- To ensure that the master planning process is coordinated with other campus planning processes and is consistent with the established direction and focus of the College.

MASTER PLAN PROCESS

5 PHASES

SEPTEMBER
2016

DECEMBER
2017



JANUARY
2017

PHASE 1: PREPARE

SEPTEMBER – NOVEMBER 2016

- Review current Mt. SAC planning documents
- Develop draft materials for review and discussion
- Collect data, existing plans, and campus history and background documents
- Hold first two meetings of the Master Plan Steering Task Force
- Create a public master planning webpage: mtsac.edu/efmp



PHASE 2: ANALYZE (EDUCATIONAL MASTER PLAN) OCTOBER 2016 – JANUARY 2017

- Review draft data chapter with Master Plan Steering Task Force.
- Draft first analysis of instructional disciplines
- Meet with faculty, staff and administrators with FMP consultant team to review drafts by disciplines
- Use feedback from the College to prepare a second analysis of instructional disciplines
- Draft first analysis of student services and administrative services



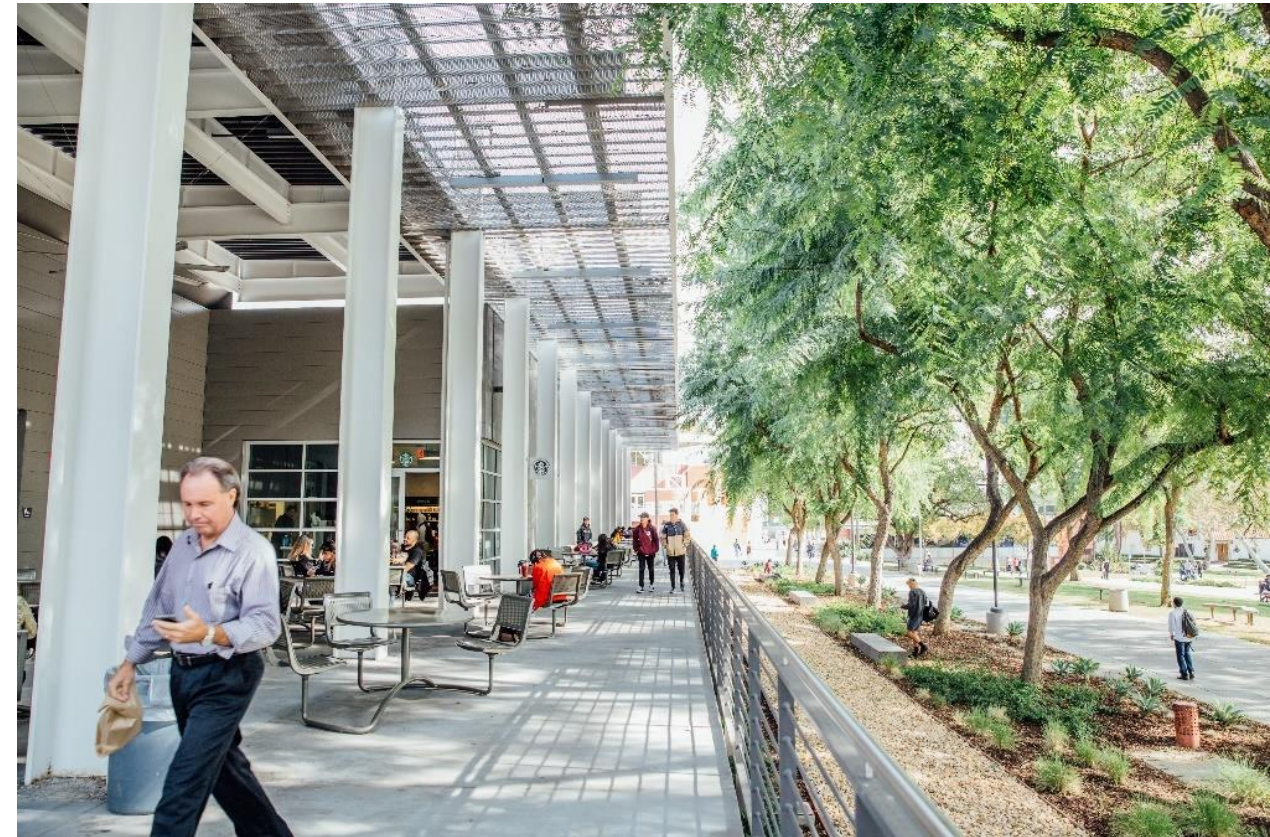
PHASE 2: ANALYZE (FACILITIES MASTER PLAN) OCTOBER – MARCH 2017

- Participate in EMP instruction division interviews and ascertain associated facilities needs
- Analyze the existing overall campus and individual building conditions
- Identify issues and opportunities
- Validate findings through discussions with College stakeholders
- Brainstorm ideas about facilities and outdoor spaces to support College initiatives
- Study the campus and interview staff:
 - Instructional program interviews
 - Farm Meeting & Tour
 - Wildlife Sanctuary Tour
 - Climate Commitment Committee Meeting
 - Landscape Planning Meetings #1 & #2
 - Pull Planning Meeting

PHASE 3: FRAME

FEBRUARY – APRIL 2017

- Develop space program for facilities
- Articulate facilities planning principles
- Invite everyone to campus forum
- Receive feedback on draft EMP – revise based on feedback



PHASE 4: EXPLORE

APRIL – JUNE 2017

- Develop planning options for facilities and seek feedback
- Review planning options for facilities within a Campus Forum format



PHASE 5: RECOMMEND

JUNE 2017 – JANUARY 2018

- Draft complete EFMP
- Receive feedback on EFMP and revise based on feedback
- Finalize EFMP
- Submit to the Board



ANALYZE COMMUNITY ENGAGEMENT NOVEMBER 2016 – NOVEMBER 2017

- Community Facilities Plan Advisory Committee:
 - Sequence of five meetings over the year to gather input and provide updates
- Host open houses to inform and gather feedback from the public
- Conduct focus group meetings with students to inform and gather feedback
- Maintain website with meeting minutes and updates



MASTER PLAN TIMELINE

Schedule	Phase
SEPTEMBER - NOVEMBER 2016	ORIENTATION + INITIAL MEETINGS
OCTOBER - DECEMBER 2016	RESEARCH
DECEMBER 2016 - MARCH 2017	DRAFT EMP DEVELOPED
OCTOBER - JANUARY 2017	EXISTING CONDITIONS ANALYSIS
MARCH 2017	ACCREDITATION VISIT (March 6–9, 2017)
FEBRUARY - MARCH 2017	EXPLORE OPTIONS
MARCH - MAY 2017	PUBLIC FORUMS + COMMENTS
APRIL - JUNE 2017	RECOMMEND SOLUTION
JUNE - SEPTEMBER 2017	FINAL EMP + FMP DEVELOPED
OCTOBER - DECEMBER 2017	INTERNAL DISTRICT PRESENTATIONS
JANUARY 2018	BOARD WORKSHOP + FIRST READING
FEBRUARY 2018	CMP ADOPTION BY BOARD

EDUCATIONAL MASTER PLAN

Program Analysis:

- Description of Discipline or Service
- Data
- Growth Projection
- Challenges and Opportunities
- Implications for Facilities



FACILITIES MASTER PLAN

- Data Linkages between EMP and FMP
- Space Utilization Planning, and Space Inventory Analysis
- Existing Conditions Analysis
- Environmental Analysis
- Facilities Recommendations
- Site Improvement Recommendations
- Phasing Recommendations

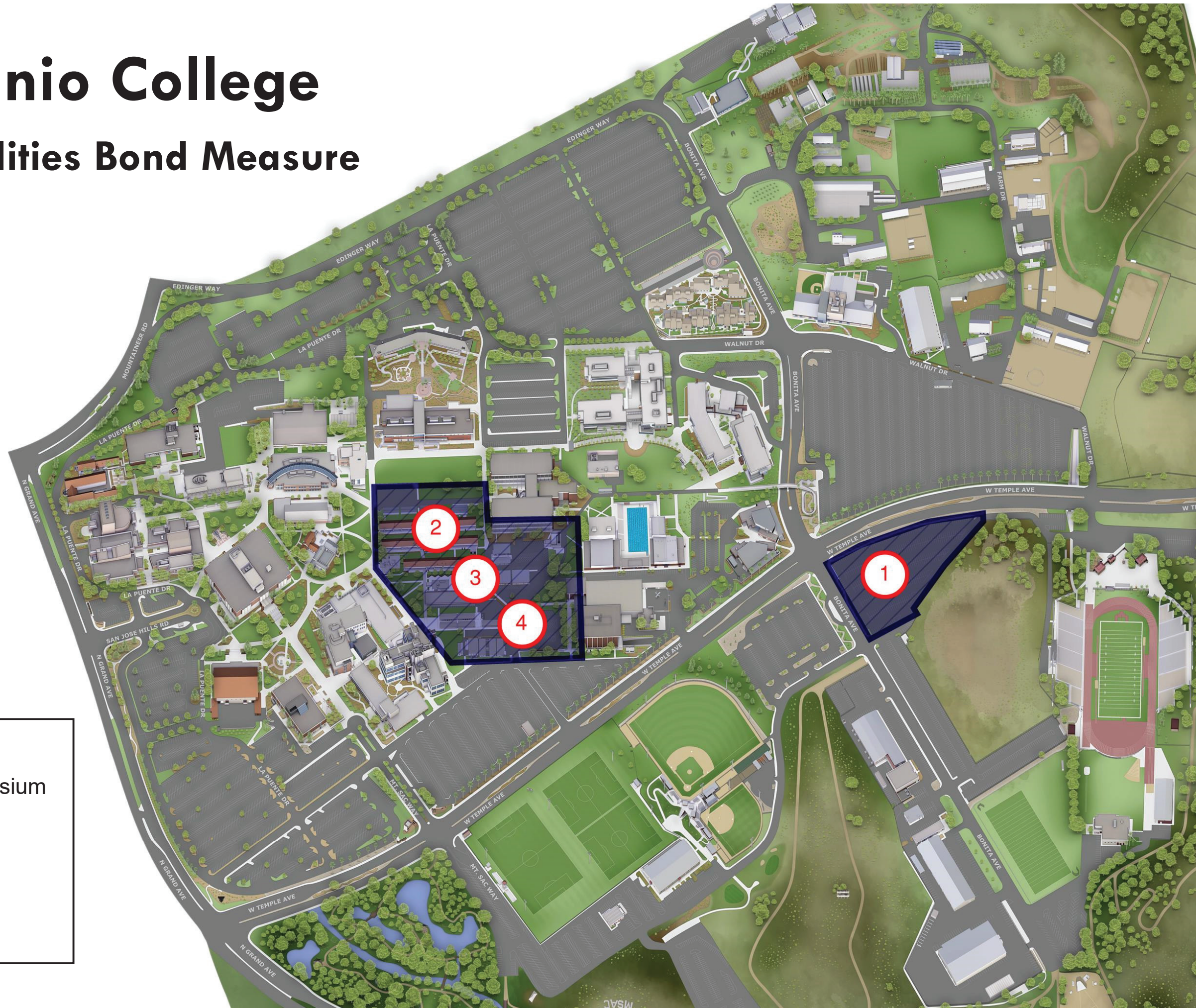




QUESTIONS + COMMENTS

Mt. San Antonio College

Potential 2018 Facilities Bond Measure

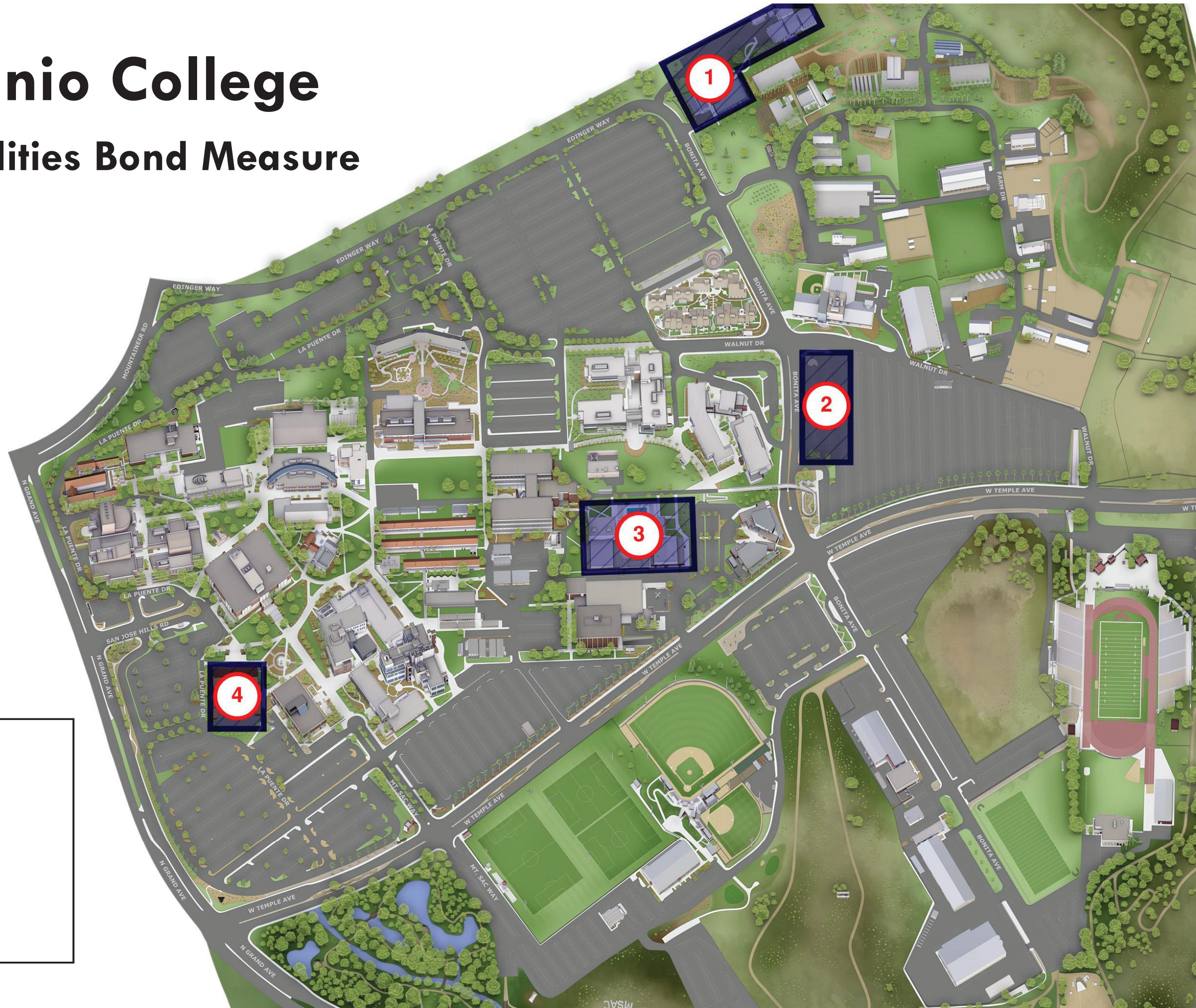


Building Projects Phase 1:

1. Kinesiology and Wellness Gymnasium
2. Student Center
3. Library
4. Science Laboratories

Mt. San Antonio College

Potential 2018 Facilities Bond Measure

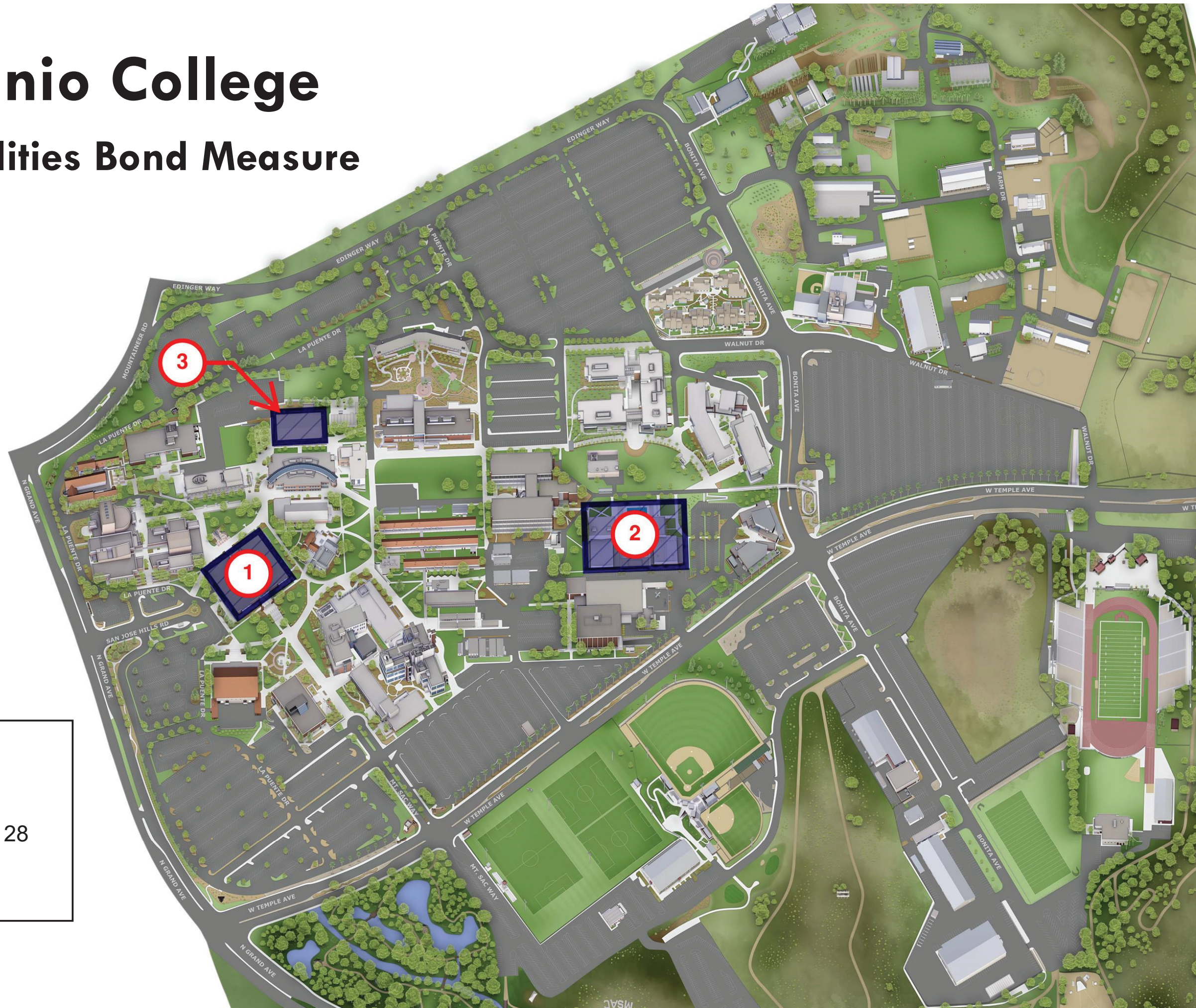


Building Projects Phase 2:

1. Adult Basic Education
2. Continuing Education
3. Vocational Technology
4. Assembly Hall

Mt. San Antonio College

Potential 2018 Facilities Bond Measure

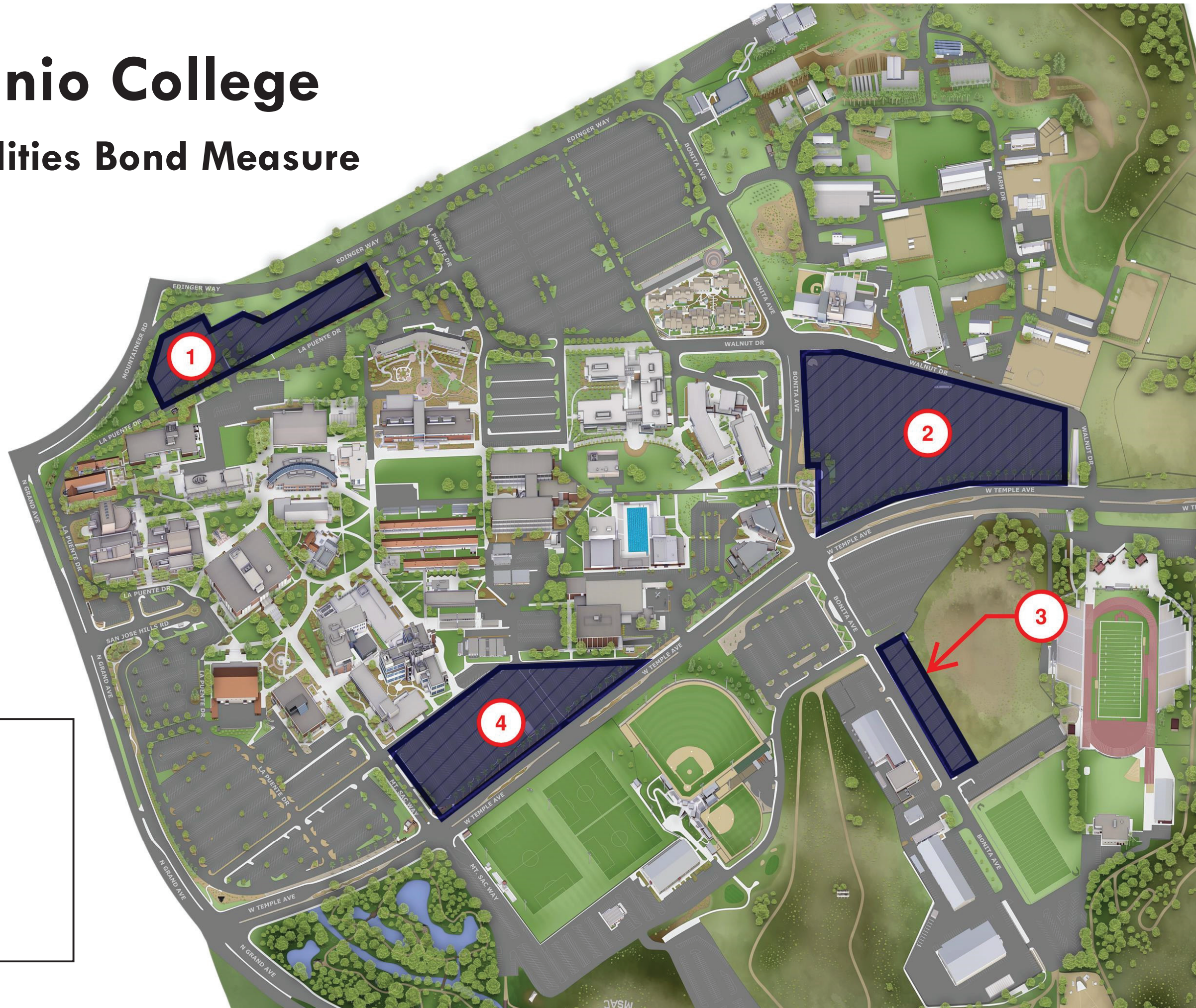


Flex Schedule Projects:

1. Library – Building 6
2. Technology and Health – Building 28
3. Bookstore – Building 9A

Mt. San Antonio College

Potential 2018 Facilities Bond Measure



Parking Structure Sites:

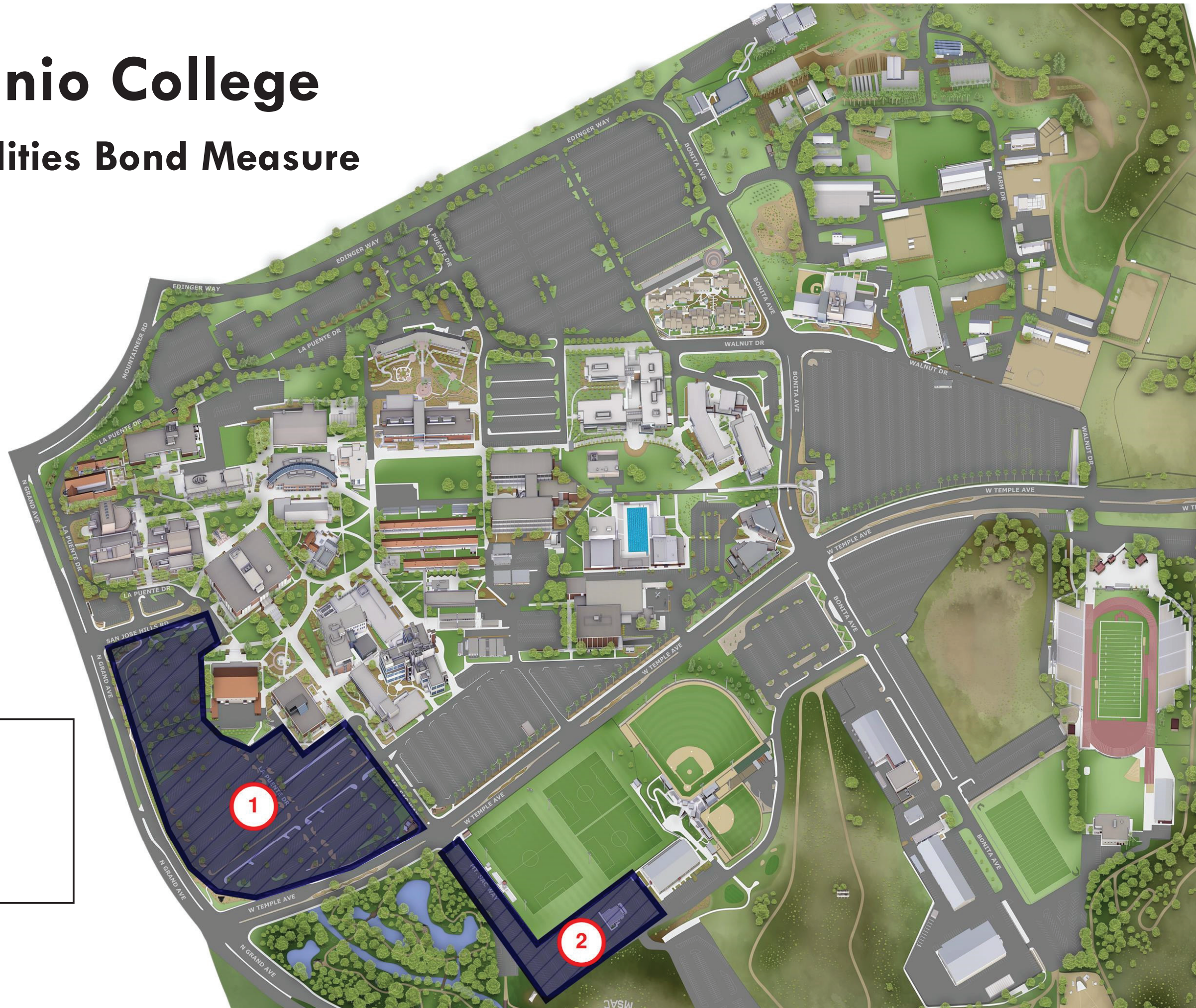
1. Lot A
2. Lot F
3. Lot R
4. Lot D

Mt. San Antonio College

Potential 2018 Facilities Bond Measure

Parking Reconstruction:

1. Lot B
2. Lot W



Future Building Projects

- Bookstore
- Brackett Field
- Information Technology
- Off Campus Centers
- Public Safety
- Recycling Center - Warehouse Space
- Student Services

Scheduled Maintenance

- Building Electrical Systems
- Building Fire Alarm Systems
- Building Mechanical Systems
- Central Plant / Cogeneration Major Repairs
- Door and Window Replacement
- Roofing Projects

Utility Infrastructure

- Campus Fire Water Systems
- Campus Irrigation System
- Data Infrastructure Capacity and Redundancy
- Natural Gas Distribution
- Potable Water Storage and Distribution
- Sanitary Sewer – Central Campus Zone

Energy and Water Efficiency

- Aquifer Recharge
- Campus Interior Walkway Lighting
- EV Charging
- Expand Solar Capacity to 4 MW
- Expand Cogeneration
- Integrated Energy Management
- Reclaimed Water and Efficient Landscape

Campus Wide Improvements

- Alteration Projects
- Campus Access Control
- Classroom Utilization
- Minor Capital Improvements
- Security Systems
- Signage and Wayfinding
- Universal Access Improvements

Preliminary Budgets

2017 Board of Trustees Retreat Human Resources

Presented by:

Abe Ali

Vice President, Human Resources

1/21/2017

Where Are We Going?

HR Team Goals

Excellence	Develop and maintain a team of highly qualified human resources professionals with the knowledge, skills and competencies to effectively assist the College in attracting and retaining a highly qualified and engaged workforce (faculty, managers, and staff); align HR staffing and service delivery to effectively support College objectives. Develop, maintain and deliver employee services (ex. Benefits) that attract and retrain a high performance workforce.
Collaboration	Develop and maintain College-wide HR knowledge, skills, and collaboration amongst divisions and departments to ensure effective use of HR programs and resources in order to attract and retain a highly qualified and engaged workforce (faculty, managers, and staff).

Where Are We Going?

HR Team Goals

Technological Integration	Through the effective use of technology, develop and improve communication to increase employee's and manager's access to available HR services and improve processes to maximize efficiency of administrative and programmatic operations. Make knowledge and resources easily available to current and prospective employees via electronic means such as websites and online applications.
Compliance	Develop programs that ensure compliance with College-wide, State, Federal, and local laws and regulations relating to both employee and student equity issues (ex. Accreditation, Benefits, EEO, TIX).
Inclusiveness	Develop and maintain an environment of inclusion, diversity awareness, collaboration, and consensus building amongst the Colleges' diverse workforce.

Where Are We Going?

HR Team Goals

Effectiveness

Deliver programs and services that are timely and effective in assisting the College and its faculty, staff, and managers in meeting its mission and goals. Provide programs and services that are researched, in settings that are respectful and appropriate, and through utilizing clear methods of communication.

Faculty, Staff, and Student Diversity

Mt. SAC Student Breakdown by Gender (Fall 2015)					
Female		Male		Unknown	
#	%	#	%	#	%
19,048	53.5	15,692	44.07	866	2.43

Data Source: CCCCCO Data

Mart

*Note: Students who meet the full-term reporting criteria in at least one of the terms during an academic year are included in this query.

Mt. SAC Student Breakdown by Age Group (Fall 2015)							
19 or Less	20-24	25-29	30-34	35-39	40-49	50+	Unknown
8,906	12,550	4,845	2,096	1,313	1,697	4,189	10

Data Source: CCCCCO Data

Mart

*Note: Students who meet the full-term reporting criteria in at least one of the terms during an academic year are included in this query.

Mt. SAC Employee Breakdown by Age Group (Fall 2015)

African-American		American Indian/Alaskan Native		Asian		Filipino		Hispanic		Multi-Ethnicity		Pacific Islander		Unknown		White, Non-Hispanic	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1,295	3.64	66	0.19	6,608	18.56	1,186	3.33	19,454	54.64	857	2.41	88	0.25	1,946	5.47	4,106	11.53

Data Source: CCCCCO Data

Mart

*Note: Students who meet the full-term reporting criteria in at least one of the terms during an academic year are included in this query.

Student Headcount: 35,606

Faculty, Staff, and Student Diversity

Mt. SAC Employee Breakdown by Gender (Fall 2015)				
	Female		Male	
	#	%	#	%
Educational Administrator	24	60	16	40
Academic, Tenured/Tenure Track	201	51.8	187	48.2
Academic, Temporary	439	51.11	420	48.89
Classified	366	57.55	270	42.45

Data Source: CCCCCO Data Mart

*Note: "Classified" includes Classified Management and Classified <50%.

Mt. SAC Employee Breakdown by Age Group (Fall 2015)									
	18-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+
Educational Administrator	1	2	8	2	7	9	10	1	
Academic, Tenured/Tenure Track	24	40	60	79	61	61	38	22	3
Academic, Temporary	148	107	108	113	98	87	89	70	39
Classified	98	99	81	106	97	90	41	16	8

Data Source: CCCCCO Data Mart

*Note: "Classified" includes Classified Management and Classified <50%.

Mt. SAC Employee Breakdown by Ethnicity (Fall 2015)																
	African-American		American Indian/Alaskan Native		Asian		Hispanic		Multi-Ethnicity		Pacific Islander		Unknown		White, Non-Hispanic	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Educational Administrator	5	12.5			2	5	6	15					2	5	25	62.5
Academic, Tenured/Tenure Track	20	20.18	1	0.26	48	12.37	58	14.95	8	2.06	5	1.29	9	2.32	239	60.6
Academic, Temporary	34	3.96	2	0.23	133	15.48	149	17.35	13	1.51	4	0.47	84	9.78	440	51.22
Classified	43	6.76	5	0.79	85	13.36	263	41.35	5	0.79	4	0.63	16	2.52	215	33.81

Data Source: CCCCCO Data Mart

*Note: "Classified" includes Classified Management and Classified <50%.

What Are We Doing Now?

HR Core Values

- Effective
- Efficient
- Compliant
- Consistent

What Are We Doing Now?

HR Organizational Changes

- The organizational change is designed to transform the way Mt. SAC Human Resources does business with the campus.
- Director, Human Resources
 - Human Resources Operations (Employment status changes; classification/reclassification; maintain HRIS Banner employment records and HRIS employment reports)
 - Employee Benefits and Services
- Director, Equal Employment Opportunity (EEO) Programs
 - EEO/Title IX
 - Leaves
 - Recruitment and onboarding of new employees

Update on HR Recruitment Process

After only a short time here at Mt. SAC, and having reviewed the HR recruitment and screening processes with management and the HR staff, it was apparent to me that there were lengthy delays in the HR recruitment process from PC approval date to opening the position. I am pleased to report to you that the following modifications have been implemented to streamline and update the HR recruitment processes:

- HR's goal is to post positions within one week from approval. "First Consideration Date" is replacing hard close deadline date.
- HR's traditional role of facilitating the screening process is transitioning into being a supportive function.
- Committee Chair has greater responsibility and accountability for facilitating the screening and selection processes.
- HR approved EEO Representatives will be comprised of employees who self-volunteer and others who are recommended by the hiring manager.
- The EEO Representative shall participate in all phases of the screening processes.

Update on CSEA 262 Classification Procedures*

This past October, the Board approved the updated CSEA 262 Classification Procedures. The District and HR are working with CSEA 262 to implement the updated reclassification and classification study process procedures, which include:

- Formation of Reclassification Committee responsible for Type 1 (Reclassification) and Type 2 (Pay Grade Change or Special Compensation)
- Formation of Classification Study Committee responsible for Type 3 (Classification Study) and Type 2 (Pay Grade Change only)
- Informal resolution process - Chapter President and College President may meet to seek an informal resolution or give direction to respective committee members
- Training for all committee members (including alternates) and informational workshop(s) for CSEA 262 members

*Note: It is anticipated that CSEA 651 will also adopt a similar classification process this coming year.

Updates on EEO/Title IX

- Bring current the backlog for EEO/Title IX complaints
- Handle investigations internally, no longer use outside investigators
- Collaborate with Public Safety and Student Life to establish unified EEO/Title IX processes
- Handle grievances at the lowest level
- Improve venues for addressing non-discrimination complaints (i.e., bullying)
- Review and update Board Policies/Administrative Procedures for Unlawful Discrimination Process and Sexual Assaults
- Hire budgeted Title IX/EEO investigations management staff

Future HR Survey Plans

- Develop and implement HR Survey on Employment - Spring 2017
- Develop and implement Comprehensive HR Service Survey - Fall 2017

Questions

- Human Resources office is located in Bldg. 4, Room 1460

- Abe Ali, Vice President Human Resources

(909) 274-5733

Email: aali@mtsac.edu

- Cynthia Hoover, Director, Human Resources Operations & Employee Services

(909) 274-4455

Email: choover2@mtsac.edu

- Sokha Song, Director, Equal Employment Opportunity Programs

(909) 274-6830

Email: ssong5@mtsac.edu



Future Budget Issues

Board Study Session

January 21, 2017

Governor's January 2017-18 State Budget Introduction

- State Revenues, Which Had Surged During Several Years of the Recovery, Are Now Beginning to Lag Expectations.
- The Theme for the State Budget is a Broad Recognition of the Increased Risk in Future Years.
- The State Continues to Rely on the Top 1% of Taxpayers Causing Tremendous Revenue Volatility.
- The Governor Reminded Everyone That we Will Face a Recession.
- The Current Economic Recovery is Now the Third Longest on Record.

Governor's January 2017-18 State Budget Introduction

- The Message From the Governor Continues to be the Implementation of Prudent Fiscal Practices That Provide a Balanced Budget While Continuing to Plan and Save for the Future.
- The Proposition 98 Minimum Guarantee is Estimated to Grow to \$73.5 Billion in 2017-18, up from the Current \$71.4 Billion in the 2016-17 Fiscal Year.
- The Proposition 98 Share for the 2017-18 Fiscal Year is 10.87% (Down From 10.93% in Past Years), Which is Approximately \$45 Million less Than What Traditionally Would be Expected.

Governor's January 2017-18 State Budget Proposal and the Effects for Mt. SAC's Ongoing Funds

- \$79.3 Million (1.34%) for Increased Access/Growth
 - For Mt. SAC Approximately \$1.9 Million if Growth is Earned
- \$94.1 Million (1.48%) Cost-of-Living Adjustment (COLA)
 - For Mt. SAC Approximately \$2.3 Million
- \$23.6 Million for a Base Increase to Cover Increasing Operating Costs, Largely Due to Rising Employer Pension Cost
 - For Mt. SAC Approximately \$0.6 Million
 - The Pension Costs (STRS and PERS) for Mt. SAC is Estimated at \$2.8 Million for 2017-18

2017-18 Categorical Funds

- \$150 Million in One-time Funds for Implementation of Guided Pathways
 - For Mt. SAC Approximately \$3.7 Million
- \$5.4 Million for a 1.48% COLA for the Apprenticeship, EOPS, DSPS, CalWORKs, and the Child Care Tax Bailout Programs
 - For Mt. SAC Approximately \$78,673
- \$43.7 in One-time Funds for Physical Plant and Instructional Equipment - No Local Match is Required
 - For Mt. SAC Approximately \$1.1 Million
- \$52.3 Million for Proposition 39 for Energy Efficient Projects and Workforce Development
 - For Mt. SAC Approximately \$1.3 Million

CalSTRS and CalPERS

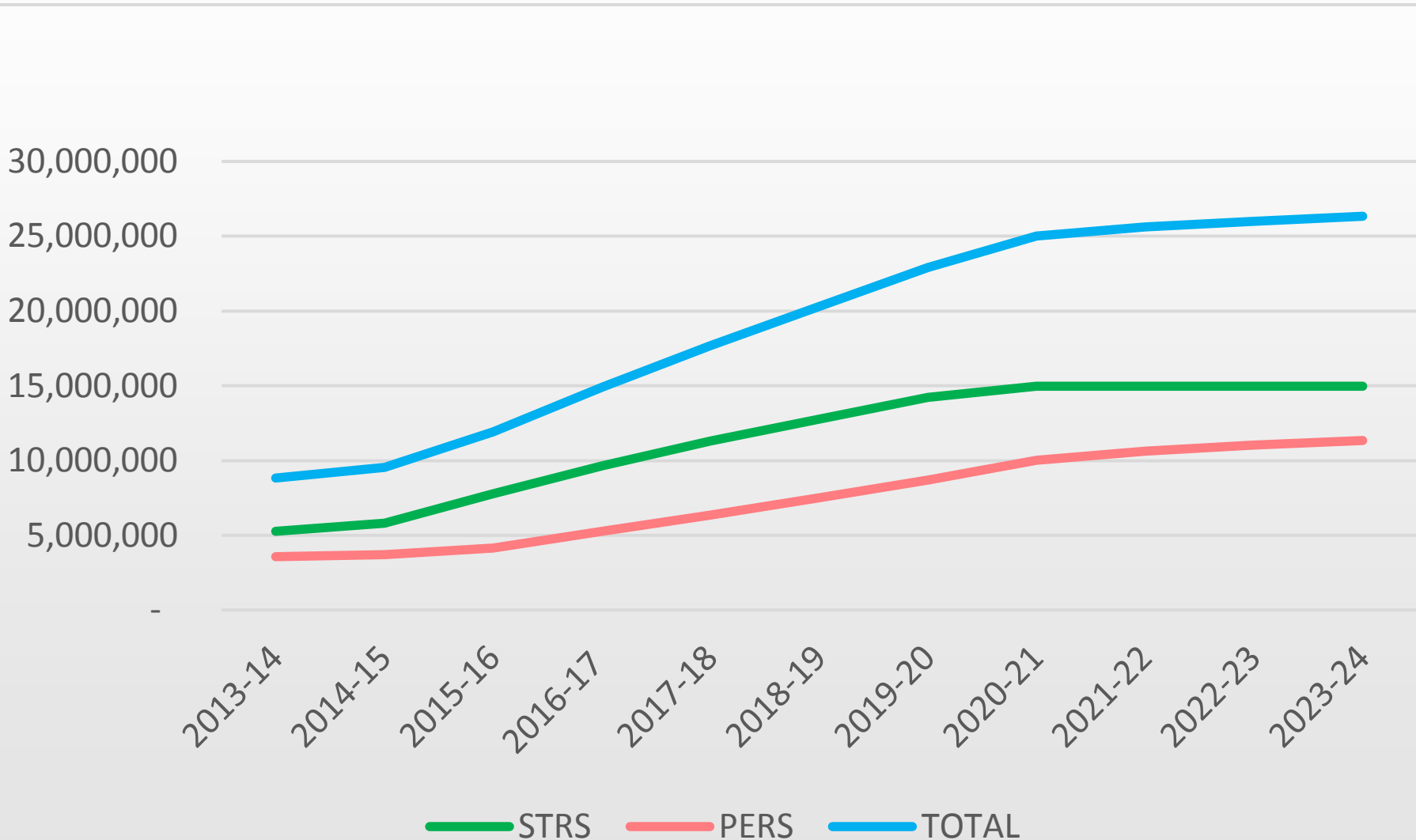
Unrestricted General Fund

FISCAL YEAR	STRS				PERS				STRS and PERS	
	CUMULATIVE ANNUAL COST	RATE	RATE INCREASE	TOTAL INCREASE	CUMULATIVE ANNUAL COST	RATE	RATE INCREASE	TOTAL INCREASE	TOTAL CUMULATIVE ANNUAL COST	TOTAL INCREASE
2013-14 ⁽¹⁾	5,280,378	8.25%	-	-	3,559,423	11.442%	-	-	8,839,801	-
2014-15 ⁽¹⁾	5,828,283	8.88%	0.63%	547,905	3,723,289	11.771%	0.329%	163,866	9,551,572	711,771
2015-16 ⁽¹⁾	7,767,510	10.73%	1.85%	1,939,227	4,137,528	11.847%	0.076%	414,239	11,905,038	2,353,466
2016-17	9,653,473	12.58%	1.85%	1,885,963	5,258,495	13.888%	2.041%	1,120,967	14,911,968	3,006,930
2017-18	11,320,827	14.43%	1.85%	1,667,354	6,359,320	15.800%	1.912%	1,100,825	17,680,147	2,768,179
2018-19	12,774,686	16.28%	1.85%	1,453,859	7,526,941	18.700%	2.900%	1,167,621	20,301,627	2,621,480
2019-20	14,226,354	18.13%	1.85%	1,451,669	8,694,221	21.600%	2.900%	1,167,280	22,920,575	2,618,948
2020-21	14,987,500	19.10%	0.97%	761,145	10,022,505	24.900%	3.300%	1,328,284	25,010,004	2,089,429
2021-22		(2)			10,626,270	26.400%	1.500%	603,765	10,626,270	603,765
2022-23		(2)			11,028,780	27.400%	1.000%	402,510	11,028,780	402,510
2023-24		(2)			11,350,788	28.200%	0.800%	322,008	11,350,788	322,008
TOTAL				\$9,707,122				\$ 7,791,365		\$17,498,487

(1) Actual Expenditures

(2) Rates Not Available

CalSTRS and CalPERS Unrestricted General Fund Based on Cumulative Annual Cost



CalSTRS and CalPERS Trust

- In 2015-16 the College Made a Contribution of \$4,000,000
- In 2016-17 the College Made a Contribution of \$4,000,000
- The Trust Balance as of December 31, 2016 is:
 - Book Value \$ 8,067,526

Retirees Health Benefits Terminology

OPEB Benefits – Other Postemployment Benefits. Generally Medical, Dental, Life Insurance, etc. Does not Include Pension Benefits.

Actuarial Accrued Liability – The Amount of the Actuarial Present Value of Total Projected Benefits Attributable to Employees' Past Service Based on the Actuarial Cost Method Used.

Actuarial Value of Assets – The Cash Value of the Investments of the OPEB Trust or Assets Irrevocably Committed to Provide Health Benefits.

Annual OPEB Cost Expense – This is the Amount Employers Must Recognize as an Expense Each Year.

Unfunded Actuarial Accrued Liability – This is the Excess of the Actuarial Accrued Liability over Assets Irrevocably Committed to Provide Retiree Health Benefits.

Retirees Health Benefits Three Year History

Date	Actuarial Accrued Liability	Actuarial Value of Assets (OPEB Trust Balance)	Unfunded Actuarial Accrued Liability	Funding Ratio
3/1/2012	\$120,114,689	\$71,343,707	\$48,770,982	59%
3/1/2014	\$107,412,110	\$72,129,965	\$35,282,145	67%
3/1/2016	\$105,366,963	\$64,896,804	\$40,474,159	62%

Retirees Health Benefits

Three Year Contribution and Premiums and Estimated Contribution and Premiums for 2016-17

Fiscal Year	Annual OPEB Cost Expense	Retirees Health Premiums Paid from OPEB Trust	District Contribution
2013-14	\$6,695,655	\$3,999,809	\$0
2014-15	\$6,705,089	\$3,790,007	\$2,500,000
2015-16	\$6,889,039	\$3,931,388	\$2,500,000
2016-17 Est.	\$6,889,039	\$3,931,388	\$2,500,000

Instructional Equipment & Scheduled Maintenance

Fiscal Year	Instructional Equipment	Scheduled Maintenance
2013-14	\$370,690	\$370,695
2014-15	\$1,959,851	\$1,959,851
2015-16	\$2,026,646	\$2,026,646
2016-17	\$2,502,496	\$2,502,497
2017-18 Est. January Proposal	\$550,000	\$550,000
15 Year expected Scheduled Maintenance Costs *	?	\$48,000,000

* To Avoid Equipment Failures, between \$2 to \$3 million is needed per year.

Bond Anticipation Notes (BAN) Issuance

5 Year Short –Term Debt

- The College needs to Issue BANs for :
 - Remaining Contract Amount for the Business Project
 - Begin the Athletics Complex Project
 - Fund the Design Costs for the Campus Center
 - Several Local Scheduled Maintenance and Campus Wide Improvements
- Measure RR Balance as of Today is \$115.7 Million
- The College May Conservatively Issue \$90 million in BANs this Year 2017
- These \$90 million in BANs Will be Paid off in Year 2022 with a Fairly Conservatively Assessed Valuation Growth
- Assessed Value (AV) Projections of 5% for FY 2017-18, 4.9% for FY 2018-19, 4.75% for FY 2019-20, and 4% Thereafter
- The College will be able to Sell Bonds in 2022 and Pay off the BANs
- This Will Leave \$25.7 Million in Bonds to be Issued at a Later Time.

No Augmentation for Student Success and Support Program (SSSP), Student Equity, Adult Education, and Strong Workforce Programs

Categorical Program	Permanent Ongoing Salaries Budget	Operational Budget	Total Budget Allocation 2016-17	1.48% COLA Applied to Total Budget
SSSP Credit	\$3,976,620	\$1,170,995	\$5,147,615	\$76,184
SSSP Noncredit	\$1,334,176	\$503,555	\$1,837,731	\$27,198
Student Equity	\$1,379,425	\$2,112,775	\$3,492,200	\$51,685
Adult Education Block Grant – District Share	\$74,917	\$645,926	\$720,843	\$10,668
Strong Workforce Program	TBD	TBD	\$2,493,730	\$36,907
Total				\$202,642

2016-17 Adopted Budget for all Funds

FUND DESCRIPTION	EXPENDITURE	FUND BALANCE	TOTAL
Unrestricted General Fund	\$ 200,867,566	\$ 20,756,787	\$221,624,353
Restricted General Fund	51,777,824	174,180	51,952,004
Child Development Fund	1,845,547	686,265	2,531,812
Farm Operations Fund	268,800	208,879	477,679
Student Health Services Fund	1,532,898	649,148	2,182,046
Capital Outlay Projects Fund	26,964,522	5,165,661	32,130,183
Bond Construction Fund	61,470,537	1,351,785	62,822,322
Associated Students Trust Fund	506,246	2,189,367	2,695,613
Student Representation Fee Trust Fund	26,459	60,598	87,057
Student Financial Aid Trust Fund	54,577,640	2,827	54,580,467
Scholarship and Loan Trust Fund	909,522	-	909,522
Other Trust Funds	452,264	1,041,497	1,493,761
TOTAL	\$ 401,199,825	\$ 32,286,994	\$433,486,819

Future Considerations

- Lack of Sufficient COLA for Ongoing Expenditures.
- Lack of COLA for Categorical Programs Such as Student Success and Support, Student Equity, Adult Education, and Strong Workforce programs.
- Reduced Growth Funds.
- Reduction in Physical Plant and Instructional Equipment Funds.
- Absence of One-time Discretionary Funds.
- Unprecedented Uncertainties Regarding Federal Fiscal Policy Changes Due to the New Administration That Could Affect the State Budget, including the Affordable Care Act.

Future Considerations

- Concerns with a potential recession and the volatility of State Revenues. The Rainy Day Fund Will not be Sufficient to Cover the Budget Deficits in Out Years.
- Support the Advocacy Efforts to Correct the Proposition 98 Split From 10.87% to \$10.93% to Recover the \$45 million for the Community College System.
- Support the Advocacy Efforts to Obtain a Larger Base Increase to Fund Pension Costs Such as CalPERS and CalSTRS.
- Maintain Unrestricted General Fund Balance (Reserves) at not less than 10% of Total Expenditures - Board Policy (BP) 6250
 - 10% of \$200,867,566, Which is \$20,086,757 (Per 2016-17 Adopted Budget).

Questions



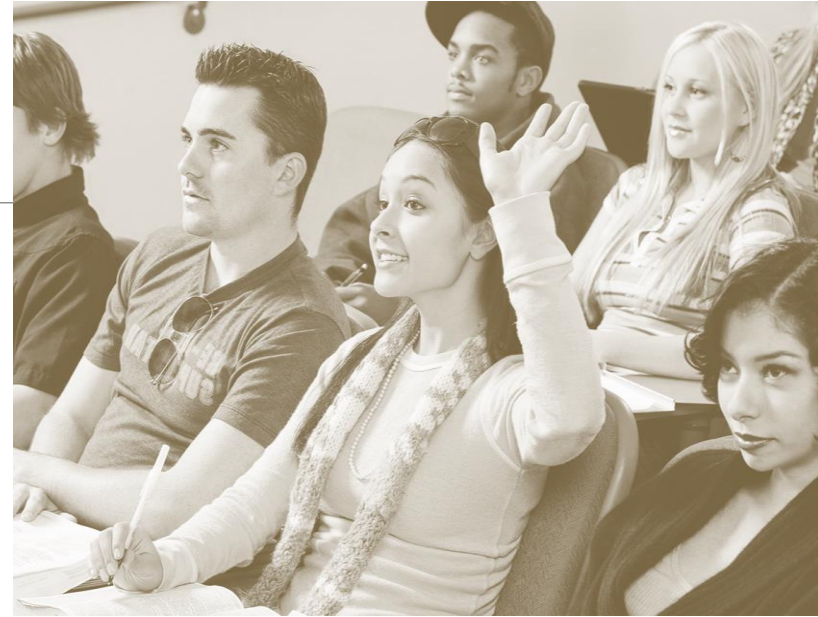
Dual Enrollment

Board Study Session
January 21, 2017



Dual Enrollment

- I. Policy Issues
- II. Why Dual Enrollment?
- III. Three Models
- IV. Mt. SAC's Pilot Project
- V. Student Services for Dual Enrollment



Policy Issues: AB288 vs Non288

AB 288 offers MORE opportunities to provide college courses to high school students through College & Career Access Pathways (CCAP)

	Non AB 288	AB 288
Purpose	Advanced academic and vocational training to college ready students	Expand to CTE or transfer, improve high school graduation rates or college and career readiness
Courses	College level academic and CTE	Must be a pathway, may be college level or developmental math or English
FTES	Course must be open to the general public	May be at high school campus just for high school students and closed to public
Approval	Approved by K12 and college boards: collaboration!	Presented to each board twice once as information item again for public comments and vote then to CCCCO for approval

Policy Issues:

CCAP Agreement Requirements

Challenge of *extensive* and *conflicting* requirements

For both community colleges and school districts

- 1) No instructor convicted of any sex offense
- 2) No existing high school teacher displaced
- 3) No existing community college faculty displaced
- 4) No reduction in access to the same course on CC campus
- 5) No course offered at high school that is oversubscribed/wait-listed on CC campus
- 6) No displacement of otherwise eligible adults at the CC
- 7) Remedial courses offered only to students not at grade level in math or English
- 8) Collaboration on remedial courses in junior/senior year to ensure college readiness
- 9) Both CC and school district comply with local collective bargaining agreements
- 10) Instruction under immediate supervision and control of a college employee meeting minimum qualifications (§58058 handout)
- 11) If not a paid college employee, CC has written contract with each such instructor
- 12) both will insure that ancillary and support services are provided

Why Dual Enrollment?

- Engage high potential students
- Provide a vision for the future that includes college
- Prepare more students for High School completion and college preparation
- Provide enrichment: equity and access
- Maintain High School ADA: sustainability
- Increase college-going rate in our communities

Three Models

- **AB 288**
 - Program of study
 - Either Mt. SAC or High School faculty (with qualifications)
- **Stand-alone classes**
 - Outside of the High School day
 - Open enrollment
 - Mt. SAC faculty
- **Dual Enrollment**
 - High School student enrolled at Mt. SAC in summer
 - Special admit
 - Credit at High School and Mt. SAC

Mt. SAC's Pilot Project

Challenges and Solutions

- Consultation with faculty
 - Met with Academic Senate and Faculty Association regarding pilot (both supportive)
 - Formed joint taskforce (AS, FA, Instruction, and Student Services). Draft BP and AP completed
- Careful hiring of faculty
 - Existing process
 - Minimum qualification, interviewed, reg. evaluated (options: full time faculty, adjunct faculty, HS faculty with qualifications)



Mt. SAC's Pilot Project

Challenges and Solutions

- Schedule/Calendar
 - Meet college mandates – hours, COR, SLOs
 - Options
 - During school day
 - Outside school day
 - At Mt. SAC in summer
- Program development – what classes will we teach?
- Assessment → English & Math → # of students eligible
- Explore program design with each High School
 - CTE
 - College Prep
 - General Education (Transfer)



Mt. SAC Expansion

- Interested High Schools/Districts:
 - Rowland Unified School District
 - Workman High School
 - Pomona Unified School District
 - Baldwin Park Unified School District
 - Covina Valley Unified School District



Student Services for Dual Enrollment

- High School Outreach: Information Sessions (Students and Parents), Admissions Application and Assessment of Basic Skills Levels
- Special Admissions Processing: approvals and assurances
- New Student Orientation, Counseling, and Educational Planning
- Student support services: access to counseling, tutoring, library
- Collaboration: Cash 4 College, Summer Bridge

A group of diverse students in a classroom setting, all smiling and giving thumbs up. The image is overlaid with a semi-transparent white filter. The word "Discussion" is centered in a large, bold, black font.

Discussion



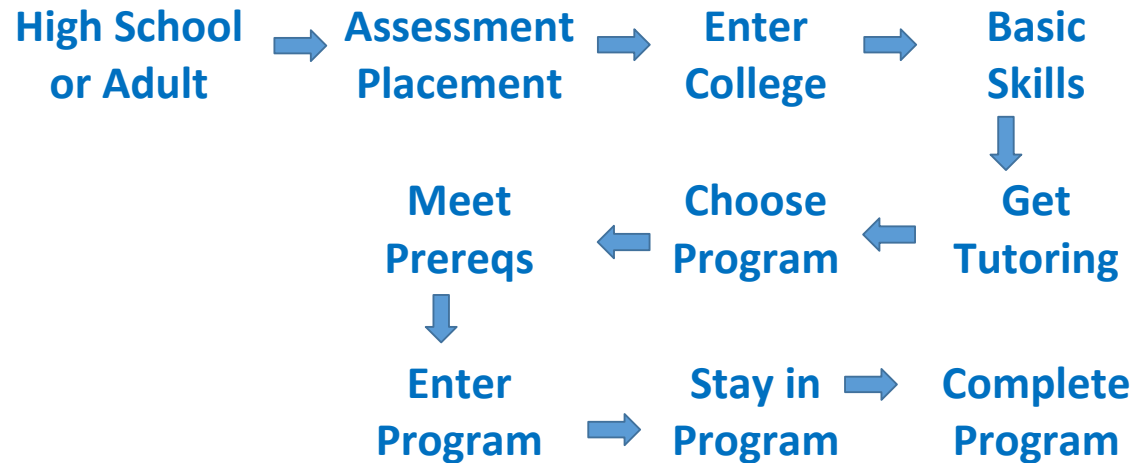
Guided Pathways

Board Study Session
January 21, 2017



What is “Guided Pathways?”

- Transforming the institution rather than creating “boutique” programs
- Reducing barriers to student progress at key “choke points”



- Making college ready for students rather than students ready for college

What “Guided Pathways” is **NOT**

- Guided Pathways is **NOT** curriculum reform but rather focuses on structure and scheduling
- Guided Pathways is **NOT** administratively driven but rather provides administrative support for faculty driven reforms
- Guided Pathways does **NOT** limit student choices but rather provides clear, structured experiences and advice for students to make informed choices
- Guided Pathways is **NOT** a vehicle to eliminate programs and reduce general education options but rather enables students to better understand:
 - which program to choose and how to move through that program and
 - which general education courses fit with their program of study

Expected Transformations

- Alignment of High School Exit and College Entry Standards
- Assessment & Placement on Non-Test Multiple Measures
- Early Career Counseling & Choice of Career Cluster
- Contextualized Basic Math & English
- Imbedded Counseling with Early Alert
- Multiple Paths in Developmental Math & English
- Bringing Academic Support Into the Classroom
- Success Centers by Career Cluster in Proximity to Classes
- Clear Maps of Course Sequences in Programs of Study

AACC Pathways Institutes



- Institute #1 – Leadership for Transformational Change: Implementing Pathways at Scale (February 4-6, 2016)
- Institute #2 – Pathway Design I – Mapping Pathways through the Institution (April 14-16, 2016)
- Institute #3 – Redesigning Student Intake Systems and Ongoing Academic and Non-Academic Supports (October 2-4, 2016)

Coming up:

Institute #4 – Ensuring Students are Learning and Progressing along the Pathway (February 2-4, 2017)



Guided Pathways

- I. Academic & Student Services Spring Master Planning Summit, May 13, 2016
- II. Summer Pathways Institute, August 22-23, 2016
- III. Fall Pathways Institute, October 21, 2016
- IV. Contextualized Learning Discussion December 2, 2016



Academic & Student Services

Spring Master Planning Summit

May 13, 2016

Dr. Rachel Baker: Cafeteria Choices vs. Informed Buckets of Options

The screenshot shows the Mt. San Antonio College website's enrollment information page. At the top, the college logo and name are displayed, along with the tagline "Celebrating excellence and distinction!". Below the logo, there is a navigation bar with links for "Welcome", "New Mt. SAC Student", "Sign Out", "My Applications", and "Help". A "Cambiar A Español" button is also present.

The main content area is titled "Enrollment Information" and features a sidebar with navigation options: "Introduction" (marked with a green check), "Enrollment Information" (marked with a yellow arrow), "Account/Mailing Information", "Personal Information", "Education", and "Citizenship/Military".

The main content area displays the "Enrollment Information for Mt San Antonio College" form. The "Term Applying For" dropdown menu is set to "Spring 2017 (02/27/2017 to 06/18/2017)". The "Intended Major or Program of Study" dropdown menu is open, showing a list of options:

- Psychology (AA-T-Transfer)
- Transfer - Communications Studies
- Consumer Relations Certificate
- Associate in Arts in Art History
- Associate in Arts in English History(AA-T)
- Political Science(AA-T)
- Associates in Arts in Music for transfer
- Geography AA-T
- Studio Arts AA-T



Academic & Student Services

Spring Master Planning Summit

May 13, 2016

Dr. Rachel Baker: Cafeteria Choices vs. Informed Buckets of Options

The screenshot shows the Mt. San Antonio College website's enrollment information page. At the top left is the college logo with the text "Mt. San Antonio College" and the tagline "Celebrating excellence and distinction!". Below the logo is a navigation bar with links for "Welcome", "New Mt. SAC Student", "Sign Out", "My Applications", and "Help". A "Cambiar A Español" button is located in the top right corner of the page content.

The main content area is titled "Enrollment Information" and features a sidebar with navigation options: "Introduction" (with a green checkmark), "Enrollment Information" (with a yellow arrow), "Account/Mailing Information", "Personal Information", "Education", and "Citizenship/Military".

The main content area contains a form titled "Enrollment Information for Mt San Antonio College". The "Term Applying For" dropdown menu is set to "Spring 2017 (02/27/2017 to 06/18/2017)". Below this is the "Intended Major or Program of Study" section, which has a dropdown menu open showing the following options:

- Psychology (AA-T-Transfer)
- Transfer - Communications Studies
- Consumer Relations Certificate
- Associate in Arts in Art History
- Associate in Arts in English
- History(AA-T)
- Political Science(AA-T)
- Associates in Arts in Music for transfer
- Geography AA-T
- Studio Arts AA-T

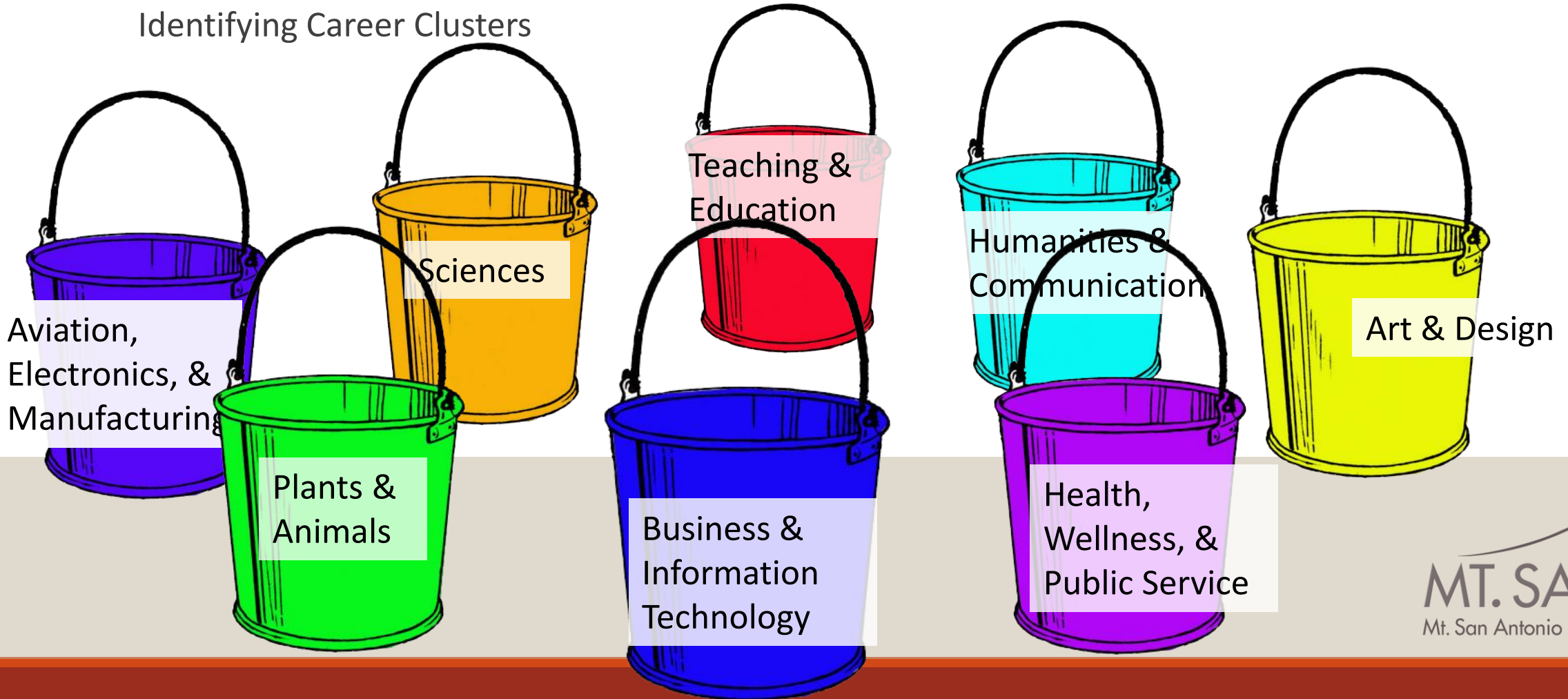


Academic & Student Services

Spring Master Planning Summit

May 13, 2016

Identifying Career Clusters



Academic & Student Services

Spring Master Planning Summit

May 13, 2016

Building a Pathway

First Semester				Third Semester			
COURSE	UNITS	MILESTONE	SUPPORT	COURSE	UNITS	MILESTONE	SUPPORT
BUSA 7	5	ARTICULATES WITH CSU, UC	Program CREDITABLE	BUSS 85	2	ELIGIBLE FOR WORK EXPERIENCE	HONORS OFFERED
BUSM 20	3	ARTICULATES CSU	MORE HOURS SECTIONS OFFERED	CISB 15	3.5		PEER MENTORS
ENGLA (A)	3		TODDERS IN CLASSROOM	BUSS 35	3		Coursework to assist with transfer applications
HIST (D)	3		CONTEXTUALIZED CURRICULUM?	ARTS (C)	3		
				GE (E)	3		
Second Semester				Fourth Semester			
COURSE	UNITS	MILESTONE	SUPPORT	COURSE	UNITS	MILESTONE	SUPPORT
BUSM 61	3	FOUNDATION COURSE	COUNSELOR CLASSROOM VISITS	BUSC 1B	3	APPLICABLE TO CERTIFICATE	WORK EXPERIENCE OPPORTUNITIES
BUSO 25	3	MEET W/ COUNSELOR	LINKED COHORTS?	BUSS 36	3	CAPSTONE	GUARANTEED MATRICULATION THROUGH CAREER CLUSTER
Spch 1A (A)	3		GUARANTEED MATRICULATION FROM PREREQUISITE	GE (D)	3	APPLICABLE TO CERTIFICATE	
HUMANITIES (C)	3	SUPPORTS REMAINING COURSEWORK		GE (B)	3	GUARANTEED MATRICULATION w/ SUCCESS	
		GUARANTEED MATRICULATION w/ SUCCESS					

Summer Pathways Institute

August 22 & 23, 2016

Presentation:

Contextualized Teaching & Learning Career Ladders Project

Day 1

- Contextualized Teaching & Learning

- Luis Chavez, Director CLP

- [Name], [Title]

- Peter Simon, Retire CTE Dean

Summer Pathways Institute

August 22 & 23, 2016

Breakout 1: Facing Your Fears about Contextualization

- Basic Skills Faculty Members & Counselors



Breakout 2: Mapping Programs the Mt. SAC Way

- Content Faculty Members & Counselors



Summer Pathways Institute

August 22 & 23, 2016

Why Contextualized Learning & Career Clusters?



85%

Place into basic skills English

77%

Place into basic skills math



Math

First Math Course Taken*

	LERN 48		LERN 49		MATH 50		MATH 51		MATH 71
	Milestone	Throughput	Milestone	Throughput	Milestone	Throughput	Milestone	Throughput	Milestone
LERN 48 <i>Ultimate Success</i>	72%	72%							
LERN 48 <i>Progression</i>	63%	45%							
LERN 49 <i>Ultimate Success</i>	68%	31%	71%	71%					
LERN 49 <i>Progression</i>	52%	16%	55%	39%					
MATH 50 <i>Ultimate Success</i>	61%	10%	71%	28%	79%	79%			
MATH 50 <i>Progression</i>	53%	5%	62%	17%	65%	51%			
MATH 51 <i>Ultimate Success</i>	64%	3%	63%	11%	70%	36%	70%	70%	
MATH 51 <i>Progression</i>	56%	1.9%	59%	6.4%	65%	23%	60%	42%	
MATH 71 <i>Ultimate Success</i>	68%	1.3%	71%	4.5%	73%	17%	75%	32%	67%

*academic years 2008-2009 through 2012-2013

English

First English Course Taken*

	LERN 81		ENGL 67		ENGL 68		ENGL 1A
	Milestone	Throughput	Milestone	Throughput	Milestone	Throughput	Milestone
LERN 81 <i>Ultimate Success</i>	73%	73%					
<i>Progression</i>	59%	43%					
ENGL 67 <i>Ultimate Success</i>	72%	31%	79%	79%			
<i>Progression</i>	59%	18%	67%	53%			
ENGL 68 <i>Ultimate Success</i>	77%	14%	82%	43%	84%	84%	
<i>Progression</i>	67%	9%	70%	31%	70%	59%	
ENGL 1A <i>Ultimate Success</i>	77%	7%	82%	25%	83%	49%	70%

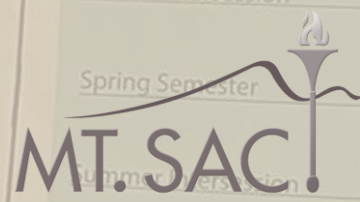
Summer Pathways Institute

August 22 & 23, 2016

The Integration of Contextualized Basic Skills and Program Design

MATH 51 & ENGL 68 / 9 Units

YEAR 1 Fall Semester RTV 1 (1) ENG 68 (1) MATH 51 (1) (3) Winter Intersession MATH 51 (1) Spring Semester RTV 1B (1) MATH 51 (1) MATH 51 (1) (3) Summer Intersession MATH 51 (1)	YEAR 3 Fall Semester RTV 1B (1) Winter Intersession RTV 1B (1) Spring Semester Summer Intersession
YEAR 2 Fall Semester RTV 1B (1) RTV 1B (1) LIT 3C (1) (3) Winter Intersession ENG 68 (1) Spring Semester RTV 2B (1) SPA 2B (1) Summer Intersession	YEAR 4 Fall Semester Winter Intersession Spring Semester Summer Intersession



MT. SAC!
Mt. San Antonio College

Fall Pathways Institute

October 21, 2016

The Eye of the Counselor

- Silver Calzada, Counseling
- Emily Versace, Counseling



Fall Pathways Institute

October 21, 2016

Contextualized learning for Basic Skills English

- Two Models:
 - Margie Whalen
 - Robert Piluso



Fall Pathways Institute

October 21, 2016

Contextualized learning for Basic Skills Math

- An Active Learning Model
- Scott Guth



Contextualized Learning: A Discussion

December 2, 2016

Stop. Breathe. Discuss.



Contextualized Learning: A Discussion

December 2, 2016

English 68
What do we do in
there?

Math 51
What is it all
about?

Contextualized Learning:

A Discussion

December 2, 2016

Our work continues . . .



Mt. SAC Best Practices

Start with research

Build coalitions / working groups

- Pathways Steering Group (classified, managers, faculty)
- Counseling / Discipline faculty meetings
- Counseling planning retreats

Involve students at all stages!!

Get multiple perspectives on the pathways

- Counselors, students, and non-discipline faculty see programs differently

Changes have to happen on multiple fronts

- Process, systems, and planning

Mt. SAC Experience & Observations

Highlights good work we are already doing

Encourages looking at the College/programs from the student perspective

Produces a critical self-examination of programs

Departments examining scheduling practices

Dialogue between counseling faculty and program faculty

Illustrates the importance of faculty buy-in

Collaboration between campus groups done the “Mt. SAC way”





Guided Pathways

Board Study Session
January 21, 2017



MEMORANDUM OF UNDERSTANDING

THIS MEMORANDUM OF UNDERSTANDING ("MOU") is made and entered into effective as of June 28, 2016 ("**Effective Date**"), by and between POMONA UNIFIED SCHOOL DISTRICT, a public agency of the State of California ("**District**"), and MT. SAN ANTONIO COLLEGE, a community college of the State of California ("**College**").

RECITALS

WHEREAS, College and District desire to make available to District's high school students a dual enrollment program developed and provided by College ("**Program**") under which District's students will have the opportunity to take certain courses for college credit; and

WHEREAS, College and District desire to set forth the terms upon which College will provide the Program to District students at various District high school sites and District will make available its facilities for such purpose, all for the mutual benefit of the parties hereto (the "**Parties**") and in furtherance of their respective missions.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the above recitals and of the covenants and agreements contained herein, the Parties agree as follows:

1. Term. The term of this MOU ("**Term**") shall commence on the Effective Date and terminate on June 30, 2017, unless earlier terminated pursuant to **Section 10** hereof. The Term of this MOU may be extended for successive periods of one (1) to three (3) years, upon written consent of the Parties.
2. Responsibilities of College.
 - 2.1. College shall provide at designated District high schools dual enrollment faculty, appropriate curriculum, instruction, and student services, and award college credit for courses provided at the request of District, all as more particularly set forth in **Exhibit "A"** attached hereto and incorporated by reference herein. In the event that the provisions of **Exhibit "A"** conflict with the terms of this MOU, the terms of this MOU shall control.
 - 2.2. College shall be solely responsible for determining and administering the Program offered by it pursuant to this MOU, and for offering and/or cancelling classes. All persons employed by College in connection with the Program shall be selected and hired solely by College, shall be its employees exclusively and shall be subject solely to its direction, control, compensation, evaluation, and discharge. College shall bear all liabilities and expenses imposed by law or contract incident to such employment, including, but not limited to, workers' compensation insurance, unemployment

- insurance, Social Security contributions, if applicable, and tax withholdings.
- 2.3. College shall provide timelines for course selection, enrollment and related student deadlines to District.
 - 2.4. College shall supply to District an enrollment packet for each student sixty (60) days prior to each term, with instructions to return completed enrollment packets to College no later than thirty (30) days prior to the term start date.
 - 2.5. College shall, in accordance with its Program requirements, require all students to go through student assessment and will provide a schedule of assessment appointments. After student assessment is completed, College will notify District of any student deficiencies and will provide recommendations for the elimination of any deficiencies.
 - 2.6. College shall ensure that if a course is offered for credit, participants in the course will earn academic credit in accordance with College policy regarding eligibility, attendance, course work, examinations, and the like.
 - 2.7. College shall designate a College employee to serve as liaison to the Program ("**College Coordinator**") who shall be Dr. Joumana McGowan, Associate Vice President of Instruction, or her successor as identified in a writing delivered to District.
 - 2.8. College shall provide the Program at no cost to District and College shall not be entitled to any compensation or benefit from District of any kind or type. Notwithstanding the foregoing, District understands that students will be required to pay fees as needed through the College (course material fees, registration/tuition fees, textbook costs, etc.), on their own.
 - 2.9. College reserves the right to cancel courses that fail to meet a minimum enrollment of seventy-five percent (75%) of the official College class size.
 - 2.10. College shall dedicate funding to each participating District school site for operating expenses of the Program including, but not limited to, expenses of photocopying to be done at the College and appropriate instructional supplies.
 - 2.11. College will provide supplemental learning and support services at College campus, provided that District provides and assumes all costs to transport students to and from College for these visits. If mutually agreed, College will align supplemental student learning and support services visits to College with classroom instruction and/or Program outcomes.
 - 2.12. College shall be solely responsible for completing faculty evaluations for all courses offered under this MOU.
 - 2.13. In providing the Program, College shall comply with District's policies respecting confidentiality of District student information and the provisions of the Family Educational Rights and Privacy Act ("**FERPA**") and FERPA implementing

regulations at 34 C.F.R. Part 99.

- 2.14. In providing the Program, College shall defer to District's policies regarding student conduct, discipline, and school safety, which are consistent with and regulated by California Code of Regulations and State Board of Education (California Education Codes 35291, 35291.5; State Board of Education Policy #01-02). In cooperation with District, College shall pursue student misconduct as appropriate, which may include expulsion from classes.
- 2.15. College and College's employees participating in the Program under this MOU shall comply with all provisions of Education Code Section 45125.1, and all of District's procedures related to fingerprinting and criminal background checks prior to having any substantial contact with District students, including, without implied limitation, prior to coming onto District school grounds or having any contact with District's students in locations other than District school grounds. College shall conduct criminal background checks of all its employees participating in the Program under this MOU, and shall certify that none of the College employees who are required by Section 45125.1 of the Education Code to submit or have their fingerprints submitted to the Department of Justice and who may have contact with District students pursuant to this MOU has been convicted of a serious or violent felony as defined in Section 45122.1 of the Education Code.
- 2.16. College shall ensure that College employees serving as coordinators or support staff in the Program under this MOU will adhere to College's reporting structure and will refer all personnel issues to the College Coordinator.

3. Responsibilities of District.

- 3.1. District shall provide classroom/instructional facilities suitable for the Program at the participating District high school sites.
- 3.2. District shall recruit and select students for the Program.
- 3.3. District shall ensure that students have applied to College and shall provide a list to College of all students to be enrolled in each course selection.
- 3.4. District shall ensure that the total number of enrolled students for each course does not surpass classroom facility capacities and/or the maximum on the official course outline of record.
- 3.5. District shall provide all required facilities, equipment, educational technology and instructional materials for each course offered unless College agrees (in writing) to provide.
- 3.6. District shall provide all necessary Disabled Student Programs and Services to students.

- 3.7. District shall assign and dedicate a counselor to the Program. The District counselor will liaison with the College Coordinator and/or designee. District shall ensure that students meet with the District counselor once per academic year.
 - 3.8. District administration will assist with resolving academic deficiencies and student misconduct. District will remove students from the Program who fail one (1) course or who fall below a 2.0 college GPA for two consecutive semesters.
 - 3.9. District shall designate a District administrator to process student enrollments, registrations and record-keeping and to serve as liaison to the Program ("**Program Administrator**"), who shall be Fernando Meza, Director, Pupil & Community Services, or his successor as identified in a writing delivered to College.
 - 3.10. District agrees that the College course outline of record must be followed for all credit courses offered under this MOU.
 - 3.11. District understands and acknowledges that College is obligated to protect, preserve, and promote academic freedom and responsibility through the free pursuit and dissemination of knowledge, and it seeks to foster the integrity of the teaching-learning process.
 - 3.12. District's school-site personnel will assume responsibility for student conduct issues. Disciplinary measures due to student infractions will be at the discretion of District as regulated by District policies and California and State Board of Education regulations regarding conduct, discipline, and school safety.
 - 3.13. District's Program Administrator will be responsible for recognizing College's reporting structure, and will thus refer College personnel issues to the College Coordinator.
4. Use of Facilities.
- 4.1. District does hereby grant College non-exclusive use of the buildings and facilities agreed to by the Parties. College shall use the granted premises ("**Premises**") only for the purpose of conducting classes at such levels and in such courses as are agreed to by District.
 - 4.2. In the absence of College's negligence, intentional misconduct, or reckless disregard for the security of the Premises, College shall not be responsible for any theft or vandalism to facilities, equipment, instructional materials, supplies or audio-visual aids that occurs during College's use of the Premises. Repairs and maintenance required due to normal wear or tear from school usage shall be covered by District.
5. Non-Discrimination. In the performance of this MOU, the Parties shall not discriminate on account of race, color, religion, national origin, ancestry, disability, marital status, gender, gender identity, sexual orientation, age or veteran status.

6. Relationship of the Parties. The Parties are acting herein as independent contractors and independent employers. Nothing herein contained shall create or be construed as creating a partnership, joint venture, employment, or relationship between the Parties and neither Party shall have the authority to bind the other Party in any respect.

7. Insurance. Each Party shall maintain for the duration of this MOU general liability, sexual abuse and molestation liability, professional liability, automobile liability, workers' compensation, and such other insurance as is necessary to protect against claims for injuries to persons or damages to property which may arise from or in connection with the performance of this MOU by such Party. All such insurance shall be equivalent to coverage offered by a commercial general liability form, including, without implied limitation, personal injury and contractual liability coverage for the performance by the Party of the indemnity provisions set forth in this MOU. Each Party shall, upon request, provide the other Party a certificate of insurance together with originals of the endorsement(s) naming the other Party as additional insured. Each Party, at its sole option, may satisfy all or any portion of the general liability insurance requirement through a program of self-insurance, commercial insurance, or any combination thereof.

8. Indemnity. Each Party agrees to hold harmless, defend, and indemnify the other Party, and the officers, employees, boards, volunteers, and agents of such other Party from and against any and all losses, claims or expense, including reasonable attorneys' fees, or claims for injury or damages arising out of the performance of this MOU, but only in proportion to, and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligence or intentional acts or omissions of the indemnifying Party, its officers, employees, boards, volunteers, or agents.

9. Delivery of Notices. All notices permitted or required under this MOU shall be given to the respective Parties at the following address, or at such other address as the respective Parties may provide in writing for this purpose:

COLLEGE:

Mt. San Antonio College
 1100 North Grand Avenue
 Walnut, CA 91789
 Attn: Vice President, Instruction

DISTRICT:

Pomona Unified School District
 Attn: Assistant Superintendent/
 Chief Financial Officer
 800 South Garey Avenue
 Pomona, CA 91766

Such notice shall be deemed made when personally delivered or when mailed, forty-eight (48) hours after deposit in the U.S. Mail, first class postage prepaid and addressed to the Party at its applicable address. Actual notice shall be deemed adequate notice on the date actual notice occurred, regardless of the method of service.

10. Termination. Except as provided in this MOU, this MOU may be terminated by either Party, for any reason, during the Term of this MOU by giving ninety (90) days' written notice to the other Party. In the event that either Party materially defaults or fails in the

performance of any material provision of this MOU, this MOU may be terminated by the other Party upon ten (10) days written notice thereof.

11. Integration. This MOU contains the entire agreement of the Parties with respect to the subject matter hereof, and supersedes all prior negotiations, understandings or agreements. Neither of the Parties has relied upon any oral or written representation or oral or written information given to the Party by any representative of the other Party.
12. Modification. No change or modification of the terms or provisions of this MOU shall be deemed valid unless set forth in writing and signed by both Parties. If any actual or physical deletions or changes appear on the face of the MOU, such deletions or changes shall only be effective if the initials of both contracting Parties appear beside such deletion or change.
13. Attorneys' Fees. In the event that any action is brought by either Party to enforce or interpret the terms of this MOU, the prevailing Party shall be entitled to recover its costs and reasonable attorneys' fees, in addition to such other relief as the court may deem appropriate.
14. Counterparts. This MOU may be executed in any number of counterparts, each of which shall be an original, but all of which shall constitute one and the same instrument.
15. Education Code Section 17604. In accordance with Education Code Section 17604, this MOU is not valid or an enforceable obligation against the District until approved or ratified by motion of the Board of the District duly passed and adopted.
16. APPROVED SIGNATURE. THIS MOU IS NOT VALID OR AN ENFORCEABLE OBLIGATION AGAINST THE DISTRICT UNTIL SIGNED BY THE SUPERINTENDENT OR THE SUPERINTENDENT'S APPROVED DESIGNEE.

IN WITNESS WHEREOF, the Parties have executed this MOU as of the Effective Date.

MT. SAN ANTONIO COLLEGE
a community college of the State of California

POMONA UNIFIED SCHOOL DISTRICT
a public agency of the State of California

Dr. William Scroggins, President

Leslie A. Barnes, Assistant Superintendent/
Chief Financial Officer

Michael Gregoryk, Vice President

Approved by Board: _____

Administrative Services

Approved as to Form:

MUNDELL, ODLUM & HAWS
General Counsel

EXHIBIT "A"

Detailed Scope of Services

Schedule of Courses

Diamond Ranch High School
100 Diamond Ranch Drive
Pomona, CA 91766

English 1A and 1C

Course Articulation

1. ADMISSIONS AND REGISTRATION

- 1.1 Admissions and registration shall be coordinated by the Administrative Liaison in section 4.3 hereof and applicable policies and procedures established by College.
- 1.2 Prior to registering for a dual enrollment course, students shall complete and submit a **Special Admit Application** in the form provided as Exhibit A attached to this Agreement.
- 1.3 College shall pay the total cost of books and materials for students who enroll in a dual enrollment course. District will pay for cost of books not returned at the conclusion of College class.
- 1.4 All dual enrollment courses shall meet the enrollment requirements as set forth by College.

2. COURSES

- 2.1 College courses offered in District shall be of the same quality and rigor as those offered on College campus.
- 2.2 Courses offered in District shall be College catalogued courses with the same department designations, course descriptions, numbers, titles, and credits.
- 2.3 Courses offered in District shall adhere to the official course outline of record and the student learning outcomes established by the associated academic department within College.
- 2.4 Site visits by one or more representatives of College shall be permitted by District to ensure that courses offered in District are the same as the courses offered on College campus.

3. FACULTY

- 3.1 Dual enrollment faculty shall be College-approved teachers.
- 3.2 College shall be solely responsible for all salaries, wages, and benefits due to dual enrollment faculty. College shall also be solely responsible to carry and maintain Workers' Compensation coverage for dual enrollment faculty reflecting statutory limits with employer's liability limits of \$1,000,000 at minimum.
- 3.3 Faculty provided by District shall meet the course minimum qualifications established by College. College shall have the primary right to control and direct the instructional activities of faculty provided by District while they are providing instruction in dual enrollment courses.
- 3.4 Faculty provided by District who do not comply with the policies, regulations, standards, and expectations of College shall be ineligible to teach dual enrollment courses.
- 3.5 Faculty performance shall be evaluated by College using the adopted evaluation process and standards for part-time faculty of College in compliance with College Faculty Association agreement.
- 3.6 If necessary, substitute Faculty will be approved by College using the same process and subject to the same conditions described herein.

4. **LIAISON**

- 4.1 College shall appoint an academic department administrator/department chair who will serve as *Academic Liaison* to represent their respective department, and who will approve all dual enrollment instructors in consultation with the academic department of College in compliance with College Faculty Association agreement. The *Academic Liaison shall* provide initial training and College performance evaluations for dual enrollment faculty.
- 4.2 The *Academic Liaison* will also keep dual enrollment faculty informed of new course curriculum developments, textbook adoptions, educational outcomes, assessment of learning, grading standards, proficiency expectations, and syllabus components.
- 4.3 College shall also appoint an administrator who will serve as *Administrative Liaison*. The *Administrative Liaison* shall conduct site visits, collaborate with *Academic Liaison* and strengthen communication between essential elements of District, College, and their respective academic and student affairs departments.

5. **ON-SITE SUPERVISION**

- 5.1. Dual enrollment courses and students shall be under the direct supervision of the *Administrative Liaison* and *Academic Liaison* designated by College as provided in Section 4.1.
- 5.2. District shall name a responsible administrator to assist College in overseeing the program at the instructional District site. District will also name a counselor to be the contact to College and be available to students during regular academic hours.

6. **STUDENTS**

- 6.1 Students must meet all College prerequisite requirements as established by College and stated in College catalog before enrolling in a dual enrollment course.
- 6.2 Grades earned by students enrolled in dual enrollment courses will be posted on official College transcripts.
- 6.3 Students enrolled in dual enrollment courses will be directed to the official catalog of College.
- 6.4 Students enrolled in dual enrollment courses will be eligible for student support services, which shall be available to them at College itself.
- 6.5 Students who withdraw from a dual enrollment course will not receive any College credit for work completed and must submit appropriate withdrawal paperwork by all published College deadlines.
- 6.6 A dropped class within College published drop date deadlines will not appear on the high school transcript as a College course. A student may complete the course to receive high school credit.
- 6.7 Pursuant to College Board Policy BP 5030 (Education Code Section 76300) the enrollment fee for students who are Special Admission Students will be waived by College.

7. **ASSESSMENT OF LEARNING AND CONDUCT**

- 7.1 Students enrolled in dual enrollment courses shall be held to the same standards of achievement as students on College campus.
- 7.2 Students enrolled in dual enrollment courses shall be held to the same grading standards as those expected of students in campus College sections.
- 7.3 Students enrolled in dual enrollment courses shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in campus College sections.
- 7.4 Students enrolled in dual enrollment courses shall be held to the same behavioral standards as those expected of students in campus College sections.

8. **EVALUATION**

- 8.1 College and District may conduct end-of-term student evaluations for each dual enrollment course offered in District in accordance with established guidelines.
- 8.2 College and District may survey and collect data on students and alumni of dual enrollment courses after they graduate from District.
- 8.3 College and District may annually conduct surveys of participating College and District instructors, principals, and guidance counselors.
- 8.4 College and District shall share survey data for the purpose of informing practice, making adjustments, and improving the quality of dual enrollment course delivery.

9. **RECORDS**

- 9.1 Records of student attendance and achievement for all College students who enroll in a dual enrollment course shall be maintained by District and by College.

10. **ADMINISTRATIVE COSTS**

- 10.1 High School and College mutually agree not to bill each other for administrative oversight costs. These costs include but are not limited to the costs associated with the Education Services Agreement.

ATTACHMENT "A"

Course Code	Course Title	Course Designation	College Credits	High School Credits	UC/CSU "A-G" Status	Course Description from Mt. San Antonio College Catalog 2016 Fall
Eng 68	Preparation for College Writing	Not Degree Applicable	4	10 English elective	Does not meet UC/CSU "A-G" Requirement	Prerequisite: Eng 67 or AMLA 43W or satisfactory score on the English Placement Test Development of the academic essay based on the critical reading of text. (page 84)
Eng 1A	Freshman Composition	Degree Applicable UC/CSU	4	10 English Aligned with PUSD English IV Honors	Meets "B" English Requirement	Prerequisite: Eng 68 or satisfactory score on the English Placement Test Develops expository and argumentative essay and research papers skills. Emphasized critical reading of academic material. (page 77)
Eng 1C	Critical Thinking and Writing	Degree Applicable UC/CSU	4	10 English Elective	Meets "G" Academic Elective Requirement	Prerequisite: Eng 1A or Eng 1AH Develops critical thinking, reading, and writing skills. Focuses on logical analysis and argumentative writing. (page 81)

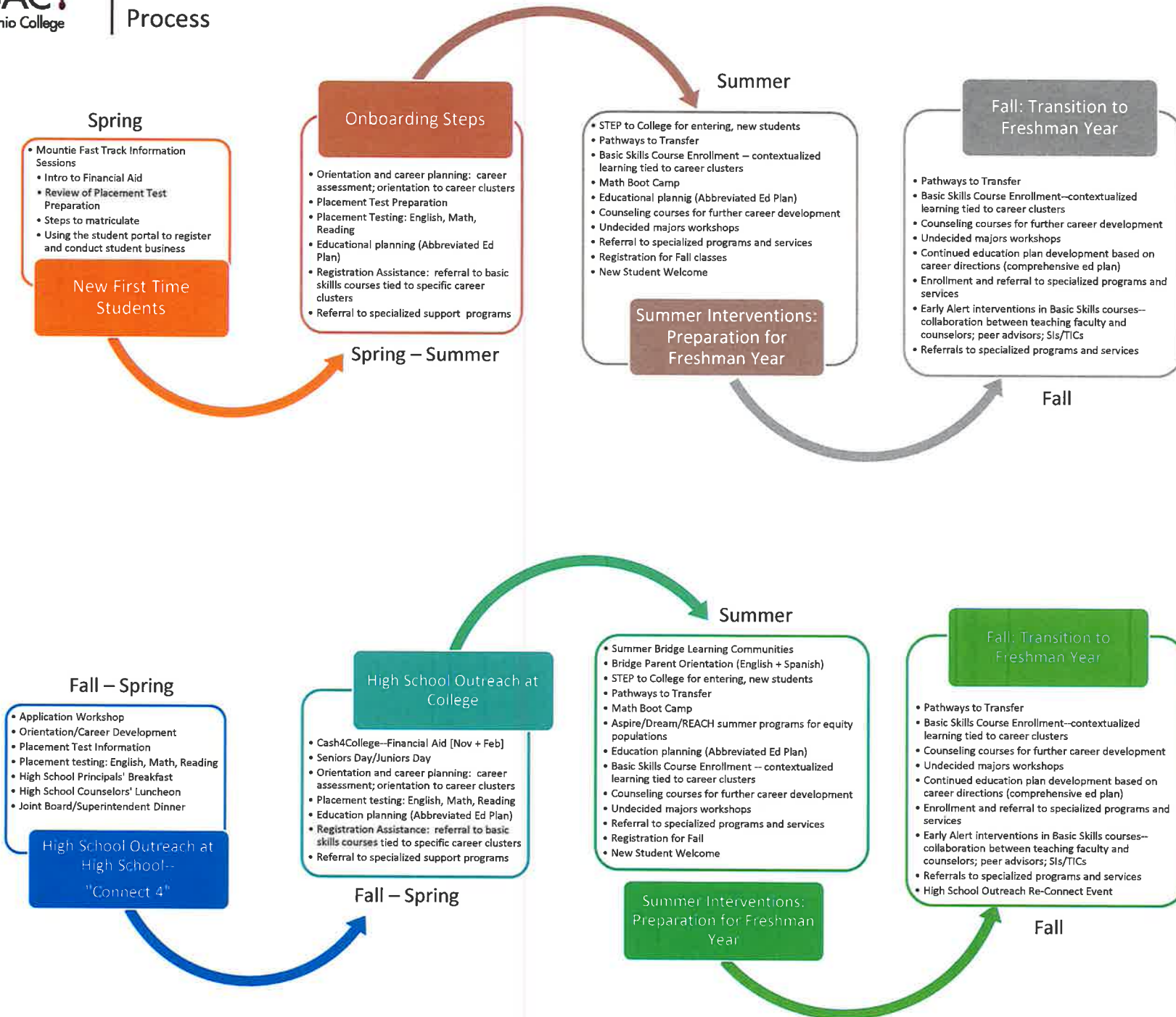
§ 58058. Employee of the District.

- (a) A person is an “employee of the district” within the meaning of subdivision (a)(1) of Section 58051 if:
- (1) The district has the primary right to control and direct the person's activities during the time such person is serving the district; and
 - (2) A contract exists between the person and the district, indicia of which may include provisions which specify the terms and conditions of work, salary and other compensation, work to be performed, and employment classification; and,
 - (3) The district compensates the person according to an adopted salary or wage schedule which complies with the provisions of Article 8 (commencing with Section 87801), Chapter 3, Part 51 of the Education Code.
- (b) For the purposes of complying with the requirements of this section, a district may also contract for instruction to be provided by a public or private agency. Such contracts shall specify that the district has the primary right to control and direct the activities of the person or persons furnished by the public or private agency during the term of the contract. In addition, the district shall enter into a written contract with each person furnished by the public or private agency; and said contracts shall meet the requirements of subsection (a)(1) and (2) of this section. In this manner an individual employed will continue to be an employee of a public or private agency, while at the same time qualifying as an employee of the district.

Note: Authority cited: Sections 66700, 70901 and 84500, Education Code. Reference: Sections 70901, 84500 and 87801, Education Code.



Student Intake Process



MT. SAN ANTONIO COLLEGE

**BOARD OF TRUSTEES SELF-EVALUATION
COMPILATION**

January 2017

Just as Boards are concerned with the effectiveness of the institutions they govern, so they should be concerned with their own effectiveness as a Governing Board. Effective Boards engage in a continuing process of self-assessment and evaluation of their performance in order to identify areas of strength and strategies for improvement.

Accrediting Commission standards require Boards to define processes for assessing their performance in policy or bylaws, and to act in a manner consistent with the statements. The processes may be as formal or informal as the Board wishes—the most important thing is to use a process that provides useful information for the Board members.

Evaluating the performance of the Board as a unit is not the same as evaluating individual trustee performance. The accreditation standards do not require individual self-assessment, although many trustees find it beneficial.

The Board self-evaluation is very different from the political evaluation that takes place every few years at the ballot box. The election process has many variables, and it is extremely difficult to determine how a Board can specifically improve its own effectiveness through election results.

The purpose of the Board self-evaluation is to identify areas of Board functioning that are working well and those that may need improvement. In addition, the discussion of Board roles and responsibilities builds communication and understanding among the members and leads to a stronger, more cohesive working group. At the end of an evaluation discussion, Board members should have:

- identified areas for improvement, perhaps stated as goals and criteria for future evaluations;
- an understanding of what they expect from themselves and each other to be an effective Board; and
- a summary of accomplishments and characteristics of which they can be proud.

Beside each question is a space for you to give a general evaluation mark. The following rating scale should be used:

- A = Excellent*
- B = Above Average*
- C = Average*
- D = Below Average*
- F = Unsatisfactory*

Rating

Board Organization

- The board operates as a unit. AAAAAAB
- Board members uphold the final majority decision of the board. AAAAAAA
- Board members understand that they have no legal authority outside board meetings. AAAAAAB
- The board's decisions are independent of partisan bias. AAABBBC

Policy Role

- Board members understand and support the concept that board policy is the primary voice of the board. AAAAAAB
- The board assures a systematic, comprehensive review of board policies. AAAABBB
- The board focuses on policy in board discussions, not administrative matters. AAAABBB
- The board has clarified the difference between its policy role and the roles of the CEO and staff. AAAABBB

Community Relations

- The board is committed to protecting the public interest. AAAAAAA
- Board members act on behalf of the entire community. AAABBBB
- Board members maintain good relationships with community leaders. AAAABBB
- Board members keep the CEO informed of community contacts. AAABBBB

Policy Direction

- The board is knowledgeable about the mission and purpose of the institution. AAAAAAA
- The board bases its decisions in terms of what is best for students and the community. AAAAAAB
- The board maintains a future-oriented, visionary focus in board discussions. AAAABBB

Rating

Board-CEO Relations

- The board and CEO have a positive, cooperative relationship. AAAAAAB
- A climate of mutual trust and respect exists between the board and CEO. AAAAAAB
- The board has clear protocols for communicating with staff that include the CEO. AAABBBB
- The board clearly delegates the administration of the college to the CEO. AAAAAAA

Fiscal Oversight

- The board understands the fiscal condition of the organization. AAAAAAA
- The Board provides fiscal oversight to assure the financial stability of the College. AAAAABB
- The board understands the financial audit and its recommendations. AAABBBB

Institutional Performance

- The board demonstrates a concern for the success of all students. AAAAAAA
- The board is appropriately involved in the accreditation process. AAAAAAA
- The board is committed to equal opportunity. AAAAAAB

Board Leadership

- The board understands its roles and responsibilities. AAAAAAA
- Board members are prepared for board meetings. AAAAAAA
- The board maintains confidentiality of privileged information. AAAAAAA
- The board understands the political implications of its actions. AAAAAAB

Advocating the College

- The board recognizes positive accomplishments of the college. AAAAAAA
- Board members speak positively about the institution in the community. AAAAAAB
- The board plays a leadership role in the local community. AAAAAAB
- The board helps educate the local community about community college needs and issues. AAAABBB
- The board works to secure adequate public funding. AAAABBB

Board Education

Rating

- | | |
|--|----------------|
| • Board members are engaged in a continuous process of training and development. | <u>AAAABBB</u> |
| • The board adequately studies issues prior to board action. | <u>AAAAABB</u> |
| • The information provided to the board is appropriate and relevant. | <u>AAAAAAA</u> |

The following questions are open-ended. Your response will assist in institutional evaluation and determining future priorities.

1. What are the Board's greatest strengths?

- Its extensive personal experience in educational issues and activities.
- Its diversity in geography, ethnicity, and experiences.
- Its commitment to what is best for the College.
- Its lack of bickering and in-fighting.
- The Board takes pride in its students, faculty, and staff accomplishments and actively participates in College events with enthusiasm and support.
- The Board Members act collegially toward each other.
- Board Members actively engage the community and advocate for Mt. SAC.
- That it works as a unit and provides a collegial environment in which Members are able to communicate issues and varying ideas freely.
- The Board is a cohesive governing body that supports the interests of the College and students.
- The Board is collegial during all Board Meetings even if there are varying or differing perspectives.
- Trustees are visible in the community and at public events throughout the District.
- Our Board reflects the diversity of our District in gender and ethnicity. The make-up of the Board usually reflects what is best for the College, however, in some cases, partisan politics skew Board discussions.
- The Board has been diligent in studying and understanding the complex legal issues before us (e.g., the solar project).
- Professional, respectful conduct with others and among its Members, even on the rare occasion when its Members disagree.
- Board includes diverse perspectives from many communities in the College's large District which help ensure all constituents are represented and at the table.
- Moving to a seven member Board which allows both greater coverage and deeper involvement in our respective communities.
- The diversity of experiences and backgrounds of our Board.
- All of our Board Members have significant elected experience, either as veterans of Mt. SAC Board or in prior elected roles.

2. What are the major accomplishments of the Board in the past year?

- Its insistence on a balanced budget and employment contracts consistent with that goal.
- Support for the President as he makes changes that further improve the College.
- Visible support for Mt. SAC throughout the District.
- Continued preservation and improvement of the fiscal stability of the institution with the expansion of new programs.
- Students' and staffs' accomplishments in academics and athletics at the national and state level.
- Continuing the Board's efficient functioning with new structure (re-districting) and new Board Members.
- Having been able to stay united and focused on what is in the best interest of students as it has faced significant legal challenges.
- The Board continues to demonstrate a solid financial standing with healthy reserves.
- The Board came together to allow students to express their concerns about undocumented students in the wake of the presidential election.
- Providing leadership statewide on state boards and committees. In particular, I am especially proud of the accomplishments of our President/CEO who is widely respected and well-known for his knowledge of community colleges throughout the state of California.
- Supporting our Accreditation Team as we prepare for the state visit.
- The agreement with Foothill Transit to provide better access to the campus as we provide for a Transit Center on campus.
- Expansion of student services facilities and programs.
- Support for additional bachelor degree programs, workforce development, and great athletic programs.
- Providing support for DACA students and other groups potentially at risk because of new federal administration.
- Supporting the President during his application for a state position and, subsequently, in renewing his contract.
- The biggest accomplishment may be approval of a trust fund for future payment of pension cost (despite a tiny staff grumbling in opposition).
- Opening the new Student Services Center and cafeteria.
- Navigating the politics of development with Walnut.
- Planning for the Transit Center.

3. What are areas in which the Board could improve?

- We can always do more to increase the private financial support for the College.
- Be mindful that the Board's decisions must be independent of partisan bias. Any suggestion influenced by any particular interest group or solely for his or her own district will create controversies and jeopardize the integrity of the Board.
- It could work in a more direct manner to improve relations with the Walnut City Council members (although at least one Member has done so). This might mean, among other things, responding to attacks (those without merit) as a Board. This could be risky, but a meaningful context might be effective in changing the narrative.
- Communication with our neighbors should remain open even if there is some disagreement or disapproval about the College's facilities plans.
- More participation in student activities.
- Better attendance at College events such as sporting events, the Fair celebration, Foundation activities.
- Work on bettering relations with the City of Walnut.
- Stress positive publicity for all the excellent programs we have at Mt. SAC.
- Although it's difficult because the College District is so large, it would be beneficial for the Board to have closer and stronger ties with constituents, groups, and communities in the College District.
- Since DACA and other groups may be at risk, and some students and communities seem to be struggling with day to day survival, the Board should address, track, and determine appropriate steps the College to take to help in these areas. For example, when we received a student request to allow homeless students to sleep in their cars parked on campus, staff strongly refused and said that there are other options for homeless students, but the Board did not ask for details or do any follow up.
- Hungry students have come up, and recently faculty mentioned to me that the numbers are increasing but the Board hasn't followed up.
- Finding a way to win, or better yet end, our disputes with Walnut.
- We can always improve our connections with surrounding communities and leaders.

4. As a Trustee, I am most pleased with:

- Mt. SAC's growing reputation as one of the nation's elite community colleges.
- The camaraderie among the Trustees as they discuss and debate important College issues.
- The solid working relationship we have with the College President.
- Mt. SAC has been ranked as the fourth best community college in California for 2017 by Niche.
- The outstanding performance of the Grants office.

- The CEO's capability of continuing to lead the College in its success and growth.
- The general state of the College and the many, many achievements of our faculty, students, and staff.
- The strong reputation Mt. SAC possesses in the region and state.
- Our students and their numerous state and national accolades.
- The inclusive efforts to share and solicit input from a newly formed community facilities committee that reaches across Trustee areas.
- Mt. SAC's well-deserved reputation as the state's premier community college.
- Our programs in music, aviation, nursing, forensics, robotics, cyber security, and our athletic teams continue to excel.
- Our faculty and administrators are highly regarded throughout the state.
- The respect and professionalism among Board Members and between the Board and other individuals and groups at the College.
- Upcoming master planning road show.
- Efficient and effective operations.
- How efficient our meetings are and how dedicated and committed our Board is.
- Our rapid response to student concerns.

5. As a Trustee, I have concerns about:

- Our legal battles with the City of Walnut, even though I consider most of these to be unavoidable given Walnut politics.
- The rising cost of pension benefits to the College.
- Upcoming accreditation.
- The working relationship with City of Walnut.
- Financial resources and energy spent in dealing with the ongoing opposition to any construction projects by certain groups of Walnut residents.
- Future fiscal impact due to the increase of STRS and PERS contributions.
- The seemingly endless string of legal challenges and our present inability to move forward with major construction projects.
- Delays in some construction projects.
- The possible impact on our Dreamers and DACA students as a result of Trump's campaign threat to rescind President Obama's executive order.
- The precedent-setting legal decision regarding the parking structure which has given credence to the UWT and the City of Walnut as they attempt to affect the decision-making of our professionals here at Mt. SAC - particularly in facilities planning.
- The potential risk from the new federal administration to DACA students and families, and other groups.
- Growing homelessness and food insecurity.
- Disputes with Walnut and the risk to our future progress.

- The lawsuit with Walnut continues and it's not clear which side has the advantage. As a Board Member, I don't feel that I have the full picture of what is happening, as it is happening, which impacts my ability to be a vocal advocate for the College.

6. As a Trustee, I would like to see the following changes in how the Board operates:

- Perhaps a few standing committees of three Trustees in key areas, which would increase Trustee knowledge of the College's operations.
- Be more involved in the next bond measure planning.
- End the litigation!
- Ensure that we protect, to the best of our ability, our most vulnerable students from unwarranted and ill-conceived infringements.
- Successfully participate in this year's accreditation review.
- Move further along with our new bond measure planning.
- I don't see any major issues with how the board currently operates.
- More emphasis on our outreach with political representatives in our district.
- Develop closer ties with all communities in our District so they feel closer to the College and have a sense of ownership (i.e., feel like Mt SAC is my community college).
- To help community members get over feeling that Mt SAC is looking down at them or feeling superior (e.g., Charter Oak School District Board Member said recently that when Mt SAC counselors work with Charter Oak counselors all our counselors do is tell them that they are not doing a good job).
- We should be willing to have more special sessions to cover items that need more attention.

7. I recommend that the Board has the following goals for the coming year:

- To ensure that the newly-elected representatives in our area (Chen, Rubio, Newman, Portantino, Barger) are fully briefed on and exposed to our college.
- Approve another balanced budget.
- Increase private financial support.
- More update from CEO for the campus planning of the future bond measure.
- Have comprehensive campus security plan in place.
- Have a plan in place for recruiting international students, so it can be a financial resource to deal with the next budget cuts.
- The administration to have a more vigorous communication plan with the elected officials at the local, state, and federal level and to better prepare the board's advocacy at the state and national level.
- Come up with a comprehensive parking facilities plan to address student parking concerns that includes input from students, faculty, and community members.

- Examine using a Diversity Dashboard, similar to that of some other colleges in the state, with an annual presentation given to the Board.
- Support the phasing in of a Mt. SAC police department that is trained to respond to students attending our College.
- Improved relations with the City of Walnut.
- Our upcoming community meetings in various cities regarding our facilities master planning is a great idea.
- Cultivate closer relationship with communities in our District that are not already in the fold.
- Achieve six year accreditation.
- Prepare for a successful 2018 bond measure.
- Collaborate with others so, if worse comes to worse, our DACA students and other at-risk groups are protected.
- Resolve disputes with Walnut so they stop impeding progress (or beat them so badly they don't mess with the College anymore).
- Carefully consider a thorough and fair presentation on construction community benefit agreement (PLA) and decide on terms to include in the 2018 bond that will benefit Mt SAC, students, and our communities.
- Get the Walnut lawsuit behind us.

8. Additional Comments:

- Mt. SAC continues to make great strides in student success, visual and performing arts, athletics, and providing state-of-the-art facilities.
- Trustees make every effort to represent the college and its accomplishments when in the community.
- I gave grades lower than A in some areas because it is an area where I personally need improvement or it's an area that I don't believe is the best criteria for board performance.