



President's Cabinet Action Notes

Bill Scroggins, *President & CEO* • Irene Malmgren, *VP of Instruction* • Audrey Yamagata-Noji, *VP of Student Services*
Mike Gregoryk, *VP of Administrative Services* • James Czaja, *VP of Human Resources*



November 17, 2015

1. Cabinet reviewed the latest First Monday newsletter ([attached](#)) from Chancellor Brice Harris.
 - The Chancellor comments on AB 288 (Holden) which broadened access for high school students to concurrently enroll in community colleges. Although not mentioned, we understand the Chancellor's Office is working on guidelines for such dual enrollment. See the item later in these notes about how Mt. SAC is restoring dual enrollment.
 - Comment is also made on AB 767 (Santiago) requiring the Chancellor's Office to update emergency preparedness standards and guidelines every five year. Mt. SAC is making huge strides in establishing comprehensive planning and implementation of preparedness for emergencies.
 - AB 798 (Bonilla), the College Textbook Affordability Act, provides competitive grant funds for use of online instructional materials free to students. AMAC has formed a faculty-management work group to develop an application for Mt. SAC to compete for these funds.
2. Bill reported ([attached](#)) on a recent regional meeting of community college presidents with University of California President Janet Napolitano. Under her leadership, UC will be expanding community college transfers by 10,000 each year. To facilitate transfer, UC has established Transfer Pathways ([attached](#)) in 10 majors with the goal to expand to 20 this year. Each Transfer Pathway lists the lower division required courses, compares that list to those courses specified in the Associate Degree for Transfer ([link](#)), and also lists the UC campuses that offer that major. Unlike the ADT for CSU, the UC Transfer Pathways do not guarantee transfer to the UC.
3. Cabinet discussed work in progress ([attached](#)) to add "skill builders" to the California Community College Scorecard ([link](#))([link](#)). Skills-builder students are experienced workers who take a limited number of community college courses to maintain and add to skill-sets required for ongoing employment and career advancement. The CCC Scorecard does not currently contain data for skill builders, but early studies show considerable wage gain for such students. Stay tuned to more on this in the near future.
4. Cabinet discussed the letter of invitation ([attached](#)) to participate in a U.S. Department of Education experiment to investigate the feasibility of providing Pell Grant financial assistance to students who are dual enrolled in high schools and community colleges. The [attached](#) USDOE Fact Sheet provides more information.
5. Cabinet discussed the Student Media Rights summary ([attached](#)) prepared by Uyen Mai, Director of Marketing & Communications. It was agreed that this topic was worthy of establishing a new Administrative Procedure. **Bill and Yen will work with legal counsel to produce a draft AP.**
6. Cabinet discussed the [attached](#) topics for the February 27th Board Study Session. Cabinet will make assignments and create an agenda.

7. Audrey provided an update on development of the 2015-16 Student Equity Plan and Budget. Cabinet provided input. Audrey noted that the work is being done carefully and thoroughly and will need to be reviewed/approved through the campus governance process, including approval from the Board of Trustees, prior to December 18, 2015, to meet the state Chancellor's Office deadline. Campus involvement and cooperation has been outstanding, with appreciation to the editing team and those who submitted proposals.
8. Audrey and Irene reported on the Dual Enrollment Initiative. The Student Services/Instruction team on this project is being led by Joumana McGowan and Francisco Dorame.
 - That team provided an update ([attached](#)) on expanding Dual Enrollment particularly under the provisions of just-passed AB 288.
 - The [attached chart](#) shows four ways high school students can get a start at Mt. SAC: 1) special admits signed off by the high school to come to Mt. SAC (more info on special admits is [attached](#)), 2) take an articulated high school course and pass a credit-by-exam test sanctioned by Mt. SAC faculty ([attached](#) is a listing of courses that offer credit-by exam), 3) take an articulated high school course that meets a Mt. SAC prerequisite, and 4) take a Mt. SAC class offered on a high school campus.
 - AB 288 also provides for offering basic skills classes on high school campuses if certain criteria are met. The team is looking at a strategy to offer these classes. Audrey presented a preliminary proposal ([attached](#)), a possible basic skills course plan ([attached](#)) and flow chart ([attached](#)).Bill has asked the Academic Senate to review the AB 288 changes and provide advice on effective practices to implement these changes.
9. Cabinet discussed the 2015-16 Noncredit Student Success & Support Plan ([attached](#)) and the budget ([attached](#)). The strategy to expand in the areas of Adult Basic Education, ESL, and Short Term Vocational offerings were discussed. The means for best utilization of the six full-time noncredit counselors was also discussed ([see attached data](#)).
10. Audrey provided an update ([attached](#)) on the SSEED work student program. SSEED stands for Student Services Employment and Education Development. At risk students referred to the program have the opportunity to learn work readiness skill and leadership attributes while working in a campus department and earning college credit under work experience provisions.
11. James shared information on the Violence Against Women Act, both a PowerPoint ([attached](#)) and a Checklist ([attached](#)). This training is advancing. Training was provided at the November 16th SPAS meeting, and similar information was discussed with the Faculty Association's Task Force of the Prevention of Sexual Assault on November 9th. At this week's Board meeting, Mt. SAC will hire a firm to do a compliance audit. This audit will be the template for a work plan to bring us into full compliance with new laws, regulations, and federal directions.
12. James provided an updated list ([attached](#)) of vacant positions with active hiring searches underway.
13. Irene shared the latest Faculty Position Control Report ([attached](#)). Counseling and noncredit positions need to be included. Irene will work with Rosa to correct the report.
14. As mentioned in our previous Cabinet notes, the Annual FTES report was more than 600 FTES less than the P-2 FTES report on which Cabinet based the distribution of an additional \$1.626 M in ongoing funds. Given that this money is not available, Cabinet will meet to adjust the "Phase IV"

New Resource Allocations made on October 13th ([attached](#)). Mike went over the scenarios for 2015-16 growth ([attached](#)). At our next meeting, we will decide on a growth scenario and revise the New Resource Allocations.

15. Items for future agendas (items for the **next** Cabinet meeting are shown in **BOLD**:

- a. Dual Enrollment Offerings at Local High Schools (Irene & Audrey, 1/18)
- b. Staffing Work Experience (Irene & Audrey, 1/18)
- c. Text messaging (Mike, Yen & Vic, 12/8)
- d. BP & AP 3700—Social Media (AMAC response: Audrey & Irene, 12/1)
- e. EV Charging Stations (Mike, 12/15)
- f. Next Steps on the Foothill Transit Center (Mike, 12/15)
- g. Follow Up on Ergonomic Accommodations (Mike & James, 12/1)
- h. Review of Student Equity Plan & Budget (Audrey, 12/15)
- i. Role of Supervisors (All, 12/1)

16. Quarterly Reports to Cabinet

- a. Emergency Response Plan Implementation (Karen Saldana, 1/10)
- b. Classroom Utilization Project (Mike & Irene, 12/15)
- c. Faculty Position Control Report (Irene, 2/15) **Corrected report needed from 11/17.**
- d. Timely Employee Evaluations & Quarterly Cabinet Review (All, 12/9)
- e. Construction Project/Scheduled Maintenance Quarterly Report (Mike & Gary, 12/1)
- f. IT Projects Quarterly Report (Mike & Vic, 12/1)