



MT. SAN ANTONIO COLLEGE

SPECIAL MEETING OF THE BOARD OF TRUSTEES

Saturday, February 7, 2015

MINUTES

CALL TO ORDER

The special meeting of the Board of Trustees of Mt. San Antonio College was called to order by Board President Hall at 8:28 a.m. on Saturday, February 7, 2015. Trustees Baca, Bader, Chen Haggerty, Chyr, Hall, Hidalgo, and Santos were present. Student Trustee Mendoza was absent.

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.

1. CHANGES IN ENROLLMENT

Audrey Yamagata Noji, Vice President, Student Services; Irene Malmgren, Vice President, Instruction; Uyen Mai, Director, Marketing and Communication; and Eric Turner, Supervisor, Web and Portal Services, gave a presentation entitled "Instruction, Student Services, and Marketing and Web Design – Pathways to Collaboration, Integration, and Success."

Trustee Chen Haggerty: Is there a web design team in-house?

Answer: Yes, there are about 40 people involved, and they include various levels of involvement including thousands of users' input.

Trustee Chyr: You have Elucian and the Portal for students to access their information. Do you still anticipate that students will be going to the Portal more often?

Answer: Yes. We want to improve the portal to make it more user-friendly for students.

Trustee Bader: Do you wait for prospective high school students to reach out, or are you reaching out to them?

Answer: When we talk about how they're interested in Mt. SAC, that's in our e-brochures; they're providing their e-mail addresses and information. We can then reach out to them, through advising. We're also looking at purchasing information on prospective students. We won't know what college they're interested in, but that they are interested in college. We are

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.

also looking at reaching out to high schools to see if they're interested in partnering with Mt. SAC in order to provide information on students who are interested in attending college. There is also social media and marketing.

Trustee Chyr: Are you considering targeting people who visit the website in order to build a database of prospective students?

Answer: We're just getting started on that; building pixels to make that happen.

Trustee Chyr: Is there a way to tie in Banner on how many student slots are available?

Answer: Yes, we do; it's called the Open Class List, and it updates every five minutes. Not only is that available, but e-mails are sent to students on the waitlist when spots open, to see if they're interested. It will take time for students to become comfortable using the new system.

President Scroggins: Who monitors and responds to the social media?

Answer: We're using a program called Hootswink and assigning those to marketing employees to answer. Unfortunately, on Facebook, students tend to think they know the answers, but sometimes they're wrong. Therefore, we really do need to depend on the professionals to look for questions and answer them.

Trustee Santos: Mt. SAC is such a wonderful college, but the word isn't out in the community and, somehow, the word needs to get out to high school students to attract them.

Trustee Hall: Would some classes be offered at the high schools?

Answer: We're working on that.

Trustee Baca: We hear about a lot of students who live in Ontario, one in particular who is taking buses to Mt. SAC because he thinks it's such a great college. Other students who have attended Mt. SAC say that it's really difficult to get classes, and they would rather go to a smaller college because they feel more comfortable. Because it's such a large college, some students are overwhelmed.

Trustee Hidalgo: He's had people approaching him about nursing, and his response is that the waitlist has gone away. We need to get the message out, whether it be through social media or some other way.

Trustee Bader: Mt. SAC is such a positive place, but it's difficult to get classes.

Trustee Chen Haggerty: She hears that students would rather go to Rio Hondo because the bar is set higher at Mt. SAC. She also asked why Mt. SAC isn't involved in the pilot program for a four-year degree.

Trustee Baca: The bar is set high at Mt. SAC, and it might be more difficult to get better grades.

Trustee Chyr: Overall, the comments he hears are overall very favorable about Mt. SAC. We've built a community of people who really want to help. One of the dangers that we'll have if we start pushing that we have classes available will lead to a rush to register for classes, and then more complaints will be happen because they'll say we don't have enough classes.

Trustee Santos: Students know how great Mt. SAC is. Because of our reputation, some students won't even look at Mt. SAC, because they're under the impression that classes won't be available.

Trustee Chen Haggerty: In the Asian community, we need to let them know that we chose not to go for four-year degrees.

Trustee Hall: He'd like to see more partnerships developed with other four-year colleges. We need to emphasize that we're pursuing a different model.

Trustee Baca: He thinks that we're wise not to get into the four-year degree model.

Trustee Hall: He said that the Asian community is always asking him how to apply, and he's not always sure what to tell them. He said that we need information on who to contact, and there are plenty of community colleges that have never won an academic national championship and the bar may be higher, but emphasizing that image – that when you go to Mt. SAC, you can be on the cover of the news as a national champion. He said that will set Mt. SAC apart and will increase the quality of people who will be the next members of those championship teams. The message that you have the chance to be on the national cyber security, athletic, dance, etc. teams will go a long way.

Trustee Chyr commended Ms. Mai and Mr. Turner for their hard work and expertise.

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

2. ACCREDITATION

Irene Malmgren, Vice President, Instruction; and Kristina Allende, English, Literature & Journalism Professor and Department Chair, gave a presentation entitled "Accreditation Training."

Board members were asked to write down what they do as Board members. Afterwards, their responses were aligned with the specific Accreditation Standard that they affected.

The results of the written assignment may be found on the College website with these minutes.

Trustee Baca: It's important to remind ourselves that the number-one reason we get in trouble is shared governance and lack of evidence.

Answer: We have had tremendous support from IT to gather evidence.

Trustee Hall: What's new about this go-round in accreditation standards?

Answer: There used to be 10 standards, and now there are four. They are now long and in more detail. The Board's role is articulated more clearly and why you need to be ready to speak to your role in accreditation. The biggest change in Standard IV has to do with multi-college districts, which isn't pertinent to Mt. SAC.

Trustee Hall: The irony is that the standards are predominantly focused internally. It doesn't talk about our role outside of the College; the things that go on outside of the Boardroom. It's all about governance. A lot of the members perceive it as one of the most important roles.

Trustee Baca: Because of accreditation, we have to be able to articulate what we do in internally. Accreditation narrows it that way because it's about the internal operations of the College, rather than what we do.

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

The Board recessed for a break at 10:24 a.m.

The Board reconvened at 10:41 a.m.

3. LOOKING AHEAD AT FUTURE FACILITY NEEDS

- a. Measure RR Projects – Gary Nellesen, Director, Facilities Planning and Management, and his staff gave a presentation entitled “Beyond Measure RR Project List”. He distributed a handout entitled “Progress Report on Measure RR Projects”.

President Scroggins: How does this work help with AB 32 compliance?

Answer: The thermal energy storage doesn't help with greenhouse gases. There is a small savings because, with our co-generation plant, we can make the cold water more efficiently than Edison can. We're capturing the heat energy from generating our own power to make more chilled water through a reverse-absorption chiller. The big help with the AB 35 compliance is solar power. Whatever power we generate by solar takes it right off the top of our greenhouse gas emissions. That will almost meet our 50% reduction in greenhouse gases.

President Scroggins: What do you estimate our savings to be with these two new energy projects?

Answer: Conservatively, a \$1M a year. Currently, we spend approximately \$3M a year on energy, so we will be saving approximately one-third.

President Scroggins: How long is the payback on the loans?

Answer: Twenty years, at zero interest.

Trustee Hall: In terms of parking, what kind of light will be used?

Answer: I can't think of what it is, but I'll remember it. It's a new lighting that should last for 25-30 years.

President Scroggins: When we've done an initial project replacement of Building 28, does it reflect the modernization of the existing building, or does it need to be a separate project?

Answer: We haven't done a plan. It would be a separate project. We have the bones of modernizing the building, but would have to update it.

Trustee Hidalgo: A lot of the construction includes modular buildings, and they're not very cheap. He asked if another school off-site has been considered.

Answer: We haven't looked at that. Most of the time, when it's instruction space, we shift schedules around, and we really don't need a lot of general space.

Trustee Santos: At the COC meeting, Lease/Leaseback was discussed quite extensively.

- b. 2017 Facilities Master Plan and Measure RRR - Gary Nellesen, Director, Facilities Planning and Management, gave a presentation entitled Beyond Measure RR Projects.

President Scroggins: Regarding the hydrology study for the agricultural zone, it will be reviewed in the Facilities Master Plan in 2017 and possibly go out for a bond measure in 2018. Don't know if there will be a 2020 State school education bond measure.

Trustee Santos: In terms of the storm water capture and cleanup, those are expensive systems; but, you say that we might be bound by compliance requirements. Even though they're expensive, isn't it better to do them now and we'll be ahead of the game? Different communities in the Mt. SAC District are pushing for the satellite campuses – what about that?

Trustee Baca: He agreed that there should be a discussion about satellite campuses. Those are great ideas; but, whether we work in partnership with the school districts in the cities, that's an ongoing discussion.

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

The Board recessed for lunch at 11:48 a.m.

The Board reconvened at 12:27 p.m.

4. SERIES C 2008 ISSUANCE, REFUNDING OF CURRENT BONDS, AND FUTURE BOND ISSUES

Rod Carter, Managing Director, RBC Capital Markets, gave a presentation entitled “General Obligation Bonds – Assessed Value and Tax Rate Update.”

Trustee Santos: On Page 14, is all of this Measure RR?

Answer: Yes.

Trustee Chyr: What is the effective interest rate?

Answer: Around 4%, all-in.

Trustee Chyr: Compared to other institutions, how do we compare interest-rate wise?

Answer: If we sell general obligation (GO) bonds, then it will be favorable. Bonds were sold for Long Beach Unified that had some CABs in it (CABs are more expensive than general interest bonds); they were 175 points over interest rates. Mt. SAC is highly rated, so the interest rates would compare favorable against others selling bonds.

Trustee Hall: His concern was that the BAN has to be paid off in five years and, what if we can't sell bonds?

Answer: A Certificate of Participation (COP) would be a possibility until bonds could be sold.

Trustee Chyr: What are the financial risks if the interest rates skyrocket?

Answer: If rates skyrocket, we could get to 2022 and not be able to sell all of that to pay off the COP or BAN – that can happen. Interest rates are a very important part to the equation, but more important are appraised value.

Trustee Hall: It looks like all of these agreements would add \$25 on top of the already amount of \$25. Is it possible to add less?

Answer: Yes.

Trustee Chyr: In the San Diego example, did the taxpayers association publicly endorse the bond election? How was it sold to the taxpayers to raise the rate of \$ vs. assessed valuation.

Answer: I believe they did, and I can double-check on that.

Trustee Baca: Especially dealing with the San Diego conservative district, was there any sense of a bait-and-switch to go above \$25?

Answer: They presented the information and explained that, when the bond was presented, there had never been a year that California assessed valuations had ever gone down. The Taxpayers Association and the Citizens Oversight Committee were very understanding. They understood that the money was going into the local economy, and there were jobs being created. The difference between Mt. SAC and San Diego is that the San Diego district didn't have another bond in the foreseeable future.

President Scroggins: He recommended that we go with Option 1 that was presented (see page 14), and then go out for another bond measure in 2018.

Trustee Hall: Is there any reason why we wouldn't wait until 2019 to go out for a bond measure?

Answer: Yes; history shows that turnout is better in a presidential election year.

Trustee Hall: Do capital appreciation bonds have a bad reputation because the interest rate is higher?

Answer: Yes, it could be as high as 10:1.

Trustee Hidalgo: Are we at our bonding capacity?

Answer: We're a long way from our bonding capacity.

Trustee Hall: He's never had a taxpayer tell him that we're putting them out of their house because of their property taxes.

President Scroggins: We're anticipating the sale of the \$14M bond later this year.

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

5. FUTURE BUDGET ISSUES AND IMPACTS

Mike Gregoryk, Vice President, Administrative Services, and his staff gave a presentation entitled "Budget Issues and Impacts: Ongoing and One-Time."

President Scroggins: For categorical funds, the match for 2015-16 will be 1:1.

Trustee Baca: What part of the budget are community colleges going to be cut for 2016-17?

Answer: It could be about \$21M if Proposition 98 doesn't go up like it's supposed to; but, we really don't know for sure.

Trustee Baca: Where is this driving to in terms of student success or EOPS?

Answer: The fear is that categorical funds will be cut first, like last time.

Trustee Santos: What is the reclassification?

Answer: Four years ago, the Board authorized a reclassification study of all non-academic classifications.

Vice President Czaja: For three years, we've been conducting a reclassification study and it will go to the Board in either March or April for approval of the recommendations.

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

6. STUDENT SUCCESS AND STUDENT EQUITY

Audrey Yamagata-Noji, Vice President, Student Services; and Irene Malmgren, Vice President, Instruction, gave a presentation entitled "Update and Future Directions: Student Success and Equity."

President Scroggins: The Board improved the plans and now we're ready to implement them.

Trustee Baca: Does the Dream.US scholarship accept applications and then make the decisions, or how does it work?

Answer: They have criteria, and we have told them that some of their criteria are backward; but, you have to be invited into the circle; you submit, and then they decide to whom to award scholarships.

Trustee Santos: Sometimes, when she looks at the great number of students we have in the community, some of the struggling students have a problem making a connection. She wondered if we get men of color to work with men of color so they would be more receptive to what we have to offer.

Answer: Yes, we're using men of color to work with the students, and we're learning a lot from the work that's being done. One of the things from Student Success is that we need to

have follow-up, and we need to continue to work on that and find ways to personalize a very large campus.

Trustee Baca: Student Success and Equity have been an evolution. The force that is there right now is very positive. AB 540 has been short-term and, when you commit to something like that, you have someone that comes in from the outside and contributes a large sum of money.

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

The Board recessed for a break at 2:15 p.m.

The Board reconvened at 2:27 p.m.

7. PRESIDENT OBAMA’S AMERICAN PROMISE PROPOSAL

Uyen Mai, Director, Marketing and Communication gave a presentation entitled “President Obama - America’s Promise Proposal.”

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

8. DISCUSSION ON WHAT’S ON THE HORIZON

Bill Scroggins, President & CEO, discussed what’s going to happen with community colleges in the future, but, first a bit of history: Community colleges have been around for over 100 years and were largely an outgrowth of high school. They were a way to provide a means of education between high school and the university when there weren’t enough universities. In 1967, there was a separate part of the Education Code set for community colleges, and the Chancellor and the Board of Governors (BOG) were established. There were a lot of politics at that time with the alignment of cities in each district. In the 1970s, collective bargaining came to community colleges. Prior to 1980, there was no system-wide support of the intake of students. Proposition 13 ended that and moved to state control of taxation and community college budgets. One of the biggest changes in community colleges was AB 1875, which made community colleges more independent. At that time, the board set the assignments of faculty. It used to be that a student in a district could only attend that college. If a student wanted to go to a college in another district, they had to apply. Also, in the 1980s, matriculation came about. Technology also had an impact. In the 1990s, online education was introduced. In the late 1980s, AB 1725 was passed, which moved the system towards more independence than K-12s and financial support for professional development. There was a lot of empowerment with faculty setting standards. What we see now is a more shared responsibility for qualifications, going forward. The Community College Chancellor’s Office was created and was set up as a state agency. Consequently, the employees are State civil service employees, and most of the senior managers are either appointed or confirmed by the governor. In recent years, more of a movement toward state uniformity in community colleges has happened, with a refinement of the community college mission. The mission was originally defined in AB 1725, to empower the state in certain areas, and empower community colleges in other areas. Recently, through the BOG, there have been a lot of changes. The eligibility for students to have priority registration is one of them. There are now increased guidelines in Title V to propose new courses. For course and program approvals, there used to be no control by any entity outside the community college. Now, if

we want to offer an AA-T degree, first the courses must be approved by a joint Cal State and Community College Faculty team, which is a loss of local control. What's likely to happen in the future? One of the areas that is working with this State mandate is the AA-T degree. There were a lot of inefficiencies because students were taking courses that they didn't need. That problem is gone. We are more efficient with the AA-T degree. The initiative in workforce tradeoff may be the same. In many cases, the trade-off for mandates, giving up local freedom for efficiencies, is worth it. The plan to centralize community colleges is more of a push now than ever. The role of the Board of Trustees may also change. In the area of collective bargaining, EEO has provided mandates in our hiring process, and there could be additional requirements on colleges that lessen the authority of the Board of Trustees in collective bargaining. Some of the responsibility of the State is being shifted to the local government for things like retirement systems. What is likely to happen is the funding we are seeing now is going to level off, and there will be more debate on attaching requirements to funding, going forward. Community colleges have been effective and efficient in past years and are gaining more clout as they go forward. As leaders, our responsibility is to identify that this trend has an inertia that is at least five decades old and will continue. A more structured environment is to the good.

Trustee Hall: There will be State money for schools who do well, and there is some tendency to award success to those who meet the standards. So, it would seem, over time, to the extent that you run an organization well internally, you'll get more money and you will grow, and those schools that don't will shrink?

President Scroggins: Not necessarily...look at Glendale College. They've done a great job; but, their growth formula is likely to undermine their institution. The definition of success is unclear.

Trustee Baca: We don't have incentive-based funding, so if we fail at a certain level, we all fail. Regarding centralization vs. decentralization, the federal government has worked pretty well. We need to determine what needs to be centralized and what doesn't. There's too much diversity in this state to centralize. There are some measures that we can take to take advantage of the size and efficiency of our buying power. He was concerned that we're beginning to move away from our mission. Regarding the bachelor's degree, there was no real strong evidence of a need for community colleges to offer it; but, now we're piloting 15 bachelor degree programs, and there's still no evidence of a need for it.

President Scroggins: You trade freedom for efficiency and effectiveness when you try to choose between centralization and decentralization.

9. BOARD SELF-EVALUATION AND PRIORITY SETTING

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

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

The responses of Board members to each of the open-ended questions were reviewed. Trustees generally felt that the Board works very well together and with the CEO. They also believed that they should speak more directly, in a public forum, on sensitive issues affecting the College.

The second part of the self-evaluation asked Board members to respond to particular open-ended questions.

The Board suggested updating the self-evaluation process with the new accreditation standards.

The Board of Trustees Self-Evaluation compilation for 2015 is posted on the College website with these minutes.

10. ADJOURNMENT

The meeting adjourned at 4:02 p.m.

WTS:dl



Mt. SAC Board of Trustees Retreat
February 7, 2015

Instruction

Student Services

Marketing and Web Design

Pathways to Collaboration, Integration, and Success



Instruction and Student Services: A Model



The Mt. SAC Pathway to Collaboration, Integration and Success 





The Changing Landscape of Community Colleges

State and Federal Actions Impacting the Mission of the Community Colleges



No longer an “open door”

- The mission of the California community colleges now has a different focus.
- Students can no longer “just show up.”
- The “rules of the game” have changed.
- To enroll, students must plan ahead.
- **Process Barriers for Enrolling**
 - Requirements for assessment, orientation, education plan must be completed at least 2 months in advance of classes starting
 - Loss of enrollment priorities (over 100 degree applicable units; probationary status)
- **Other limitations**
 - Loss of course repeatability
 - Limit on the repeat of substandard grades; withdrawals
 - Course prerequisites: students must meet eligibility requirements to enroll in most classes



Change in Focus

- **Federal focus: “Completion Agenda”**
 - Increase emphasis on student completion of goals (graduation)
 - Limitations on financial aid: Pell lifetime limit
 - Loss of financial aid: students without high school diplomas cannot receive federal aid under the Ability to Benefit provision
- **State focus: “Timely Student Success”**
 - Student Success: mandated core services; “every student needs a plan” (education plan)
 - Limitations on financial aid: loss of BOGW eligibility for unsatisfactory academic progress
 - Monitoring students’ progress and alerting them
 - Communicating requirements and status
 - Pending imposition of statewide Common Assessment



Incoming Student Profile

- **Level of preparation**
 - Preponderance of students are not at college level when they enter Mt. SAC
 - 86% test at basic skills (not college level) in English
 - 62% test at basic skills level in math
- **Need for intervention and services**
 - Majority of students are low income
 - 73% of students receive BOGW (20,075)
 - 48% of students receive federal Pell grant (12,750)
 - Increasing number of new students are first generation college students (44%)
 - Increasing number of new students whose native language is other than English (70%)
 - 5.14% increase in the enrollment of disabled individuals over 2,200 registered with DSPS
 - 95% increase in enrolled veterans, since the inception of post 911 benefits, to now over 1,100
 - 169 foster youth (estimated)
 - 1,193 AB 540/Dream students





Impacts on Enrollment

The Trials and Tribulations of Enrollment Planning and Management



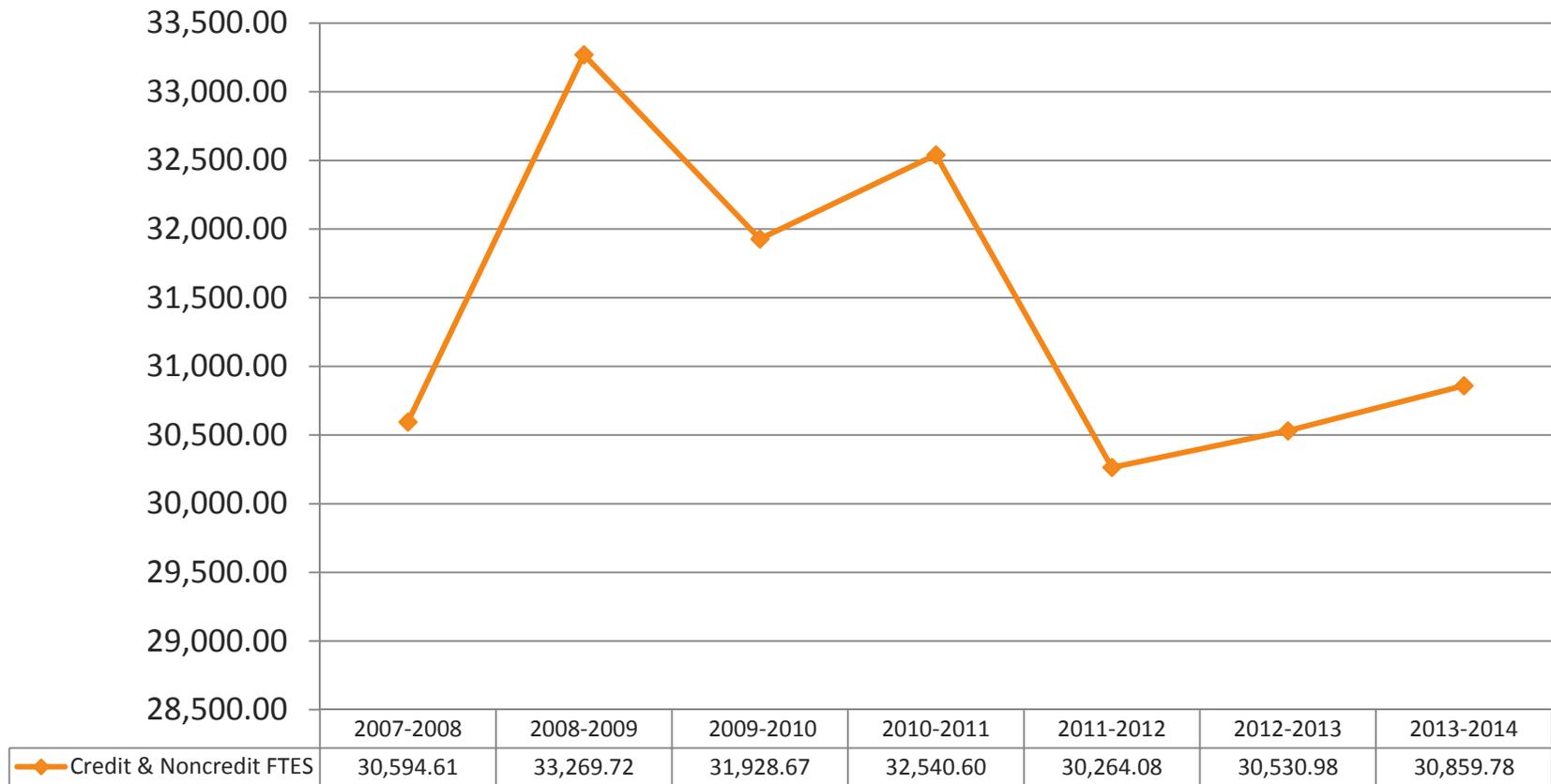
Enrollment Management

- Collaborate with *Instruction, Student Services, Information Technology, Research, and Marketing*
- Rely on Decision Reports (*Argos Reports* and IT's *Decision Support System*)
- Analyze Enrollment Trends for three to five years



ENROLLMENT TRENDS

Credit & Noncredit FTES



Source: http://datamart.cccco.edu/Students/FTES_Summary.aspx



STRATEGIC GROWTH

Term	Total FTES	Change
Fall 2012	12,627.88	
Fall 2013	12,597.42	-0.2%
Fall 2014	12,561.48	-0.2%
Spring 2012	11,391.76	
Spring 2013	12,359.05	*8.5%
Spring 2014	12,386.66	0.2%
Summer 2012	3,525.22	
Summer 2013	3,613.64	2.5%
Summer 2014	4,467.59	*23.6%
Winter 2012	1,966.56	
Winter 2013	2,018.83	2.7%
Winter 2014	2,262.06	*12.0%

* Primary growth terms



STRATEGIC GROWTH

- Matched our course offerings to student demand:
 - Assigned course and seat offerings with student demand and industry expectations
 - Redistributed UC/CSU General Education courses
 - Mapped certificate course offering patterns with a focus on reducing time-to-completion (CTE)
 - Sequenced Majors courses to reduce time-to-completion
- Assigned facilities more efficiently (e.g., matched class size to room capacity, offered courses at different times of the day-morning, afternoon and evenings-with a focus on meeting student demand)



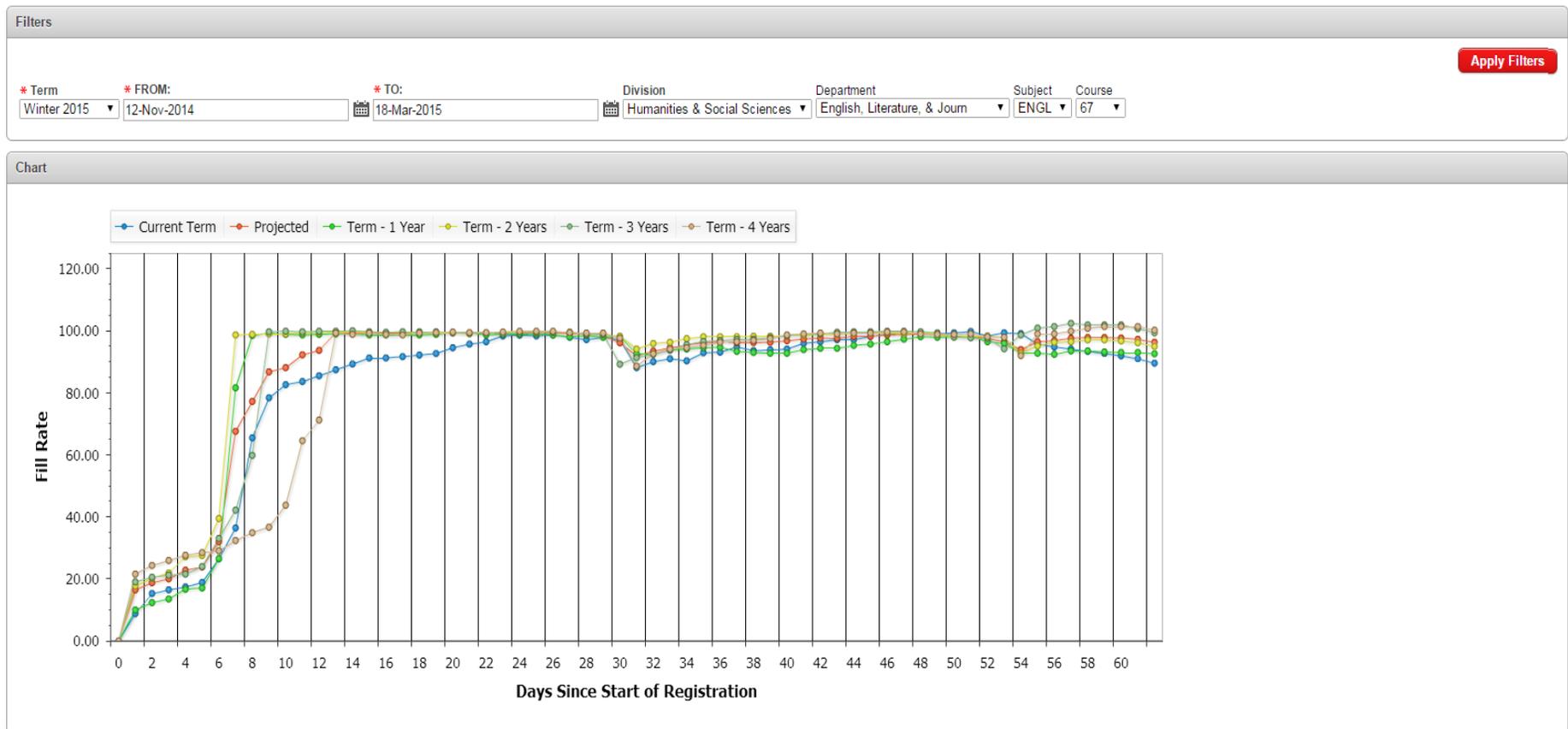
STRATEGIC GROWTH

- Provided students with course-sequence offerings
 - Pathways to Transfer (Basic Skills and Transfer)
 - Learning Communities (Bridge Program)
 - Title V Cohorts: (Respiratory Therapy, Radiology Technology, Child Development, Culinary Arts, Paralegal Studies, & Honors English)
- Improved preparation of students for courses (Assessment Preparation Workshops & Boot Camps)
- Provided CTE Program Orientations for Students
- Expanded Articulation Agreements with Local High-Schools
- Partnering with Information Technology Department
- Partnering with Marketing Department



STRATEGIC GROWTH

- IT: Executive Enrollment Management Decision Support System



Bright Future



Growth

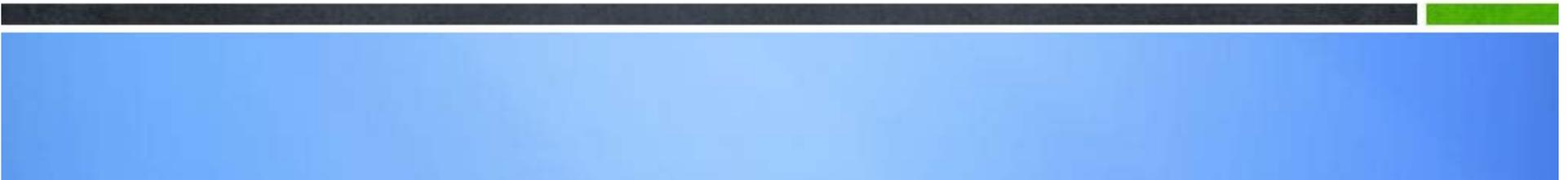
- Projected growth for 2014-15

Classes

- Additional classes available for students

Strategies

- Collaborative strategies for communicating with students



Marketing

Long-term goal: Fully integrate with Enrollment Management strategies

Attract

- Prospective Student Web Redesign
- Enrollment Marketing Email Campaign
- High School Outreach recruitment materials
- Search Engine Marketing (Ad Taxi)
- Advertising

Retain

- Social Media
- Student Success Email Campaign
- Current Student Web Redesign
- Portal Redesign
- Consolidated Master Calendar



Web Redesign Goals

More Audience Focused

- **Marketing approach to content** to display the strongest qualities of the school and best serve the needs of the audiences.
- Built for primary web audience of **prospective students** while serving the needs of current students and members of the community.
- Help **current students** find the information that they need to succeed.
- **User-centric** information architecture and navigation instead of organization driven.
- Modernized, cohesive and appealing **visual design** incorporating Mt. SAC branding standards.



Web Redesign Goals

More Efficient

- **Enhance institutional practices** through the web
- Developed to work with and **support staff and resources**
- Shift to a **responsive design framework** so the website is viewable on multiple platforms including computers, tablets, and mobile devices of varying sizes.
- **Improved functionality** resulting in a more positive user experience.
- Simplification of maintenance using **Content Management System** (OmniUpdate) and removal of redundant pages.



Web Process Overview

Preliminary

- **Pre-planning (Sept-Dec)**
- YIELDS: Identify people and processes, Visioning Summit

Step 1

- **Research (Dec-Feb)**
- YIELDS: Data for understanding, including Surveys, Focus Groups and Usability Studies

Step 2

- **Strategy (March-April)**
- YIELDS: Strategy and sitemap

Step 3

- **Design (April-May)**
- YIELDS: Establishes design look/feel, architecture

Step 4

- **Development for Phase One (May-July)**
- YIELDS: Transfer to web environment, content

Step 5

- **Asset Management (May-Aug)**
- YIELDS: Implementation and long-term plan



Converting Prospective Students

- Help them explore and understand our offerings
- Help them imagine themselves succeeding here
- Help them figure out how to pay for college
- Help clarify their next steps
- Give clear calls to action
- Capture their information



Helping Current Students

- Help them discover campus resources
- Help them remember dates and deadlines
- Help them find the help they need
- Help them get involved on campus
- Make the student portal a robust destination that is cohesive with the web redesign



Search Engine Marketing (Ad Taxi)

Since September 2014

- 88,881 ad impressions
- 12,819 clicks to Mt. SAC websites
- Ads delivered 10,038 visitors to “Go” website to learn more



Emailing Marketing - Enrollment

- Students in Fall 2014 but did not register Spring
- Students in Spring 2014 but did not register this Spring
- Students applied in Spring but did not register
- Students with appointments and did not register
- Prospective Students via eBrochure



MT. SAC
Mt. San Antonio College

Time to Spring Forward

Registration for Spring Semester is now open at Mt. San Antonio College

Classes begin Feb. 23, so there's no time to delay!

>>> [Apply to get started](#)

>>> [Find the right class for your schedule](#)

>>> [Then register through the My Mt. SAC Portal](#)

QUESTIONS ABOUT GETTING STARTED?
Learn about the six [easy steps in registration](#)

QUESTIONS ABOUT WHICH CLASS TO TAKE?



Emailing Marketing - Retention

To first-year students during
Fall and Spring

- Tips for Success
- Free Technology Resources
- Free Academic Resources
- Ways to Get Involved
- Need Help?
- Finals Encouragement



Tips for Success

Only 7 days until you become a Mt. SAC Mountie!

Congratulations on joining Mt. San Antonio College and pursuing your academic and career goals! College is both exhilarating and challenging. We want you to know Mt. SAC faculty and staff are here to help you succeed.

To get off on the right foot, here are some tips for you to prepare for your first semester at Mt. SAC:

TEXTBOOKS

You can purchase your textbooks at the Mt. SAC Bookstore, the Sac Book Rac, before the first day of class. You can look online to see what books you'll need and explore textbook rental program, which can save you money!

<http://bookstore.mtsac.edu>

FREE BUS PASS



Social Media Engagement

- University 2012 Social Admissions Report
 - 68% of high school seniors have researched colleges on social media
 - 67% think colleges should have social media presence
 - 38% considered social media influential when deciding on enrollment



20,300



556



51



1005



21,000



A sample Facebook post

CAREERS

Free Training

Class Starts April 2015

HEALTHCARE

Become a Personal Care Aide/Caregiver in 6 weeks!!!

ORIENTATION SCHEDULE

Tuesdays @ 10:00 AM
• February 3, 10, 17

Wednesdays @ 4:30 PM
• February 4, 11

PROGRAM:

- Open to the public
- 6-week training class
- Resume & interview preparation
- Job referrals provided
- Students responsible for paying parking fees

LOCATION:

Mt. San Antonio College
Building 30, Room 113
1100 N. Grand Ave.
Walnut, CA 91789

REQUIREMENTS:

- Attend a one-hour mandatory orientation
- Bring photo ID to orientation
- Possess no felony convictions
- Individuals who possess any type of felony conviction will not be accepted into this training program

Medical careers are in demand; this is your opportunity to enter the Healthcare industry. **Get Started Now!**

For orientation registration call (909) 274-4845
Email: abeinfo@mtsac.edu

MT. SAC
Mt. San Antonio College

Mt. SAC
Posted by marketing@mtsac.edu [?]
January 27 · Edited · 🌐

You read it correctly! Become a Personal Care Aide/Caregiver in 6 weeks...

Did we mention it's free? Register now!

📷 Tag Photo 📍 Add Location ✎ Edit

Like · Comment · Share

👍 Petra Requelme, Oscar Arteaga, Loly Poltronieri and 59 others like this.

📄 25 shares

25 people shared this with their friends

Christian Reynolds I was...
Unlike · Reply · 📄 1 · January 27 at 11:13am

💬 5 Replies

Elvia M. Vargas What are the hours? Because sometimes the hours interfere with regular school schedule
Like · Reply · 📄 1 · January 27 at 4:54pm

Nina Marie LeClerc Karla Nuno Let's get trained

Write a comment... 📷 😊



Other Projects in Progress

- New High School Outreach Suite of Materials
- Advertising for Summer 2015 Campaign
- Advertising for Fall 2015 Campaign
- Exploring Postcard Mailing for Fall 2015





Maximizing Student Success

Impact of Strategies and Interventions between Instruction and Student Services



Outreach and Pathways

- Outreach/Pathways
 - Financial Aid “Cash for College”
2/21/15
 - High School “Connect 4” program
 - Seniors Day
 - DSPS “Planning for College”
 - Mountie STARS (information sessions)
 - New Freshmen Orientation
- Support Services Programs
 - DSPS
 - EOPS and ACES
 - CARE/CalWORKs
 - Arise and Aspire
 - Dream Center
 - Foster Youth REACH
 - Veterans Resource Center
 - International Students Center



Concurrent Enrollment

Development of innovative practices to address “college readiness”

- **Alignment**
 - Curricular integration and articulation with high school courses
- **Time to Degree Completion**
 - Enabling high school students to start college “ahead of the game” with 12 to 24 or more college credits
- **Cost Savings**
 - Reducing family debt by saving a semester or year of college fees by completing 12 to 24 units while in high school
- **Access to College**
 - Providing early experiences to encourage college enrollment for under-served students

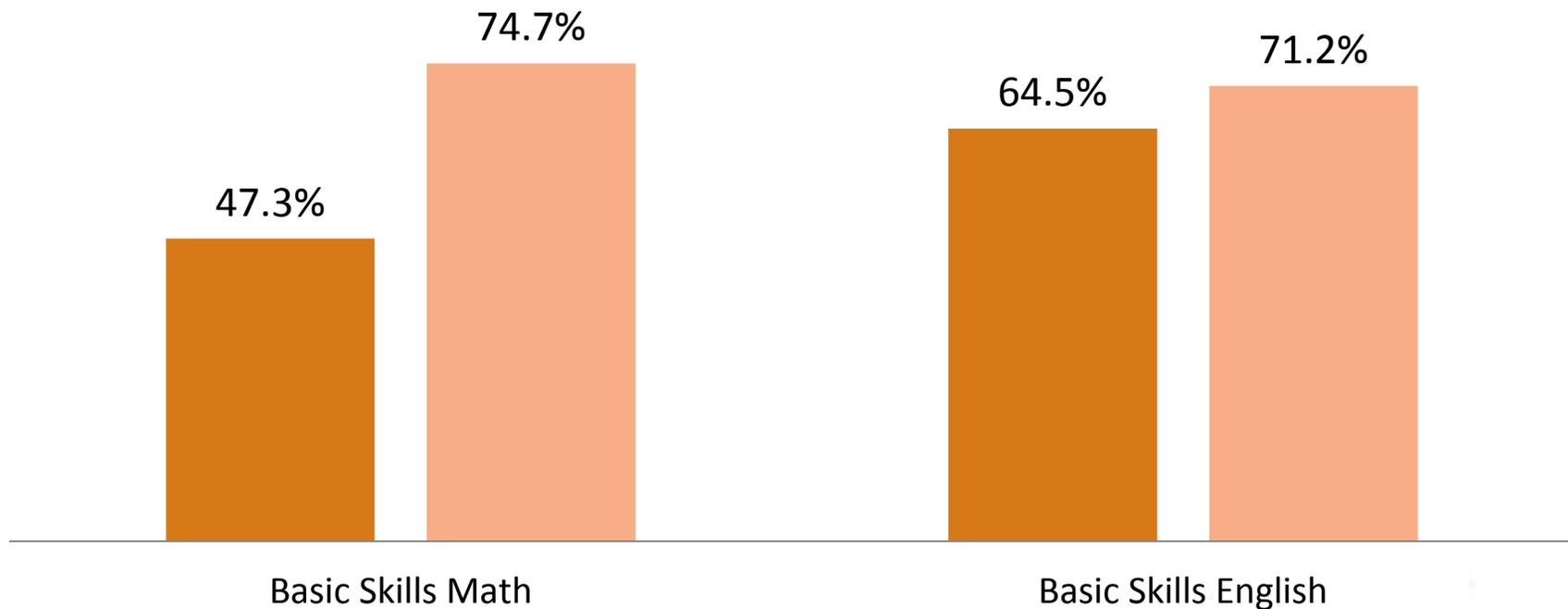


IMPACT OF STRATEGIES

- Pathways to Transfer

Success Rate of
Non-Pathways and Pathways Students

■ Non-Pathways ■ Pathways



IMPACT OF STRATEGIES

- Increased number of degrees and certificates awarded

	Degrees	Certificates
2013-2014	1728	1373
2012-2013	1701	1378
2011-2012	1497	1273
2010-2011	1558	653
2009-2010	1525	650



IMPACT OF STRATEGIES

- Improved fall-to-fall persistence

Credit Persistence	As of Late Fall
Fall 2012-Fall 2013	58.88%
Fall 2011-Fall 2012	58.77%
Fall 2010-Fall 2011	57.38%
Fall 2009-Fall 2010	55.19%



TRANSFERS

Year	UC Transfer	CSU Transfer	Out-of-State Private	In-State Private	Total
2012-2013	399	946	283	411	2,039
2011-2012	426	1,180	271	439	2,316
2010-2011	396	1,350	255	468	2,469
2009-2010	318	759	219	497	1,793

ASSOCIATE DEGREES FOR TRANSFER

- Mt. SAC exceeded its Chancellor's Office goal (10) by creating 11 Associate Degrees for Transfer (ADT)

Transfer	Approved	In-Progress
A.A.-T	<ul style="list-style-type: none">• Art History• Communication Studies• English• Geography• History• Music• Political Science• Psychology• Theater Arts	<ul style="list-style-type: none">• Sociology• Journalism• Philosophy• Kinesiology
A.S.-T	<ul style="list-style-type: none">• Administration of Justice• Mathematics	<ul style="list-style-type: none">• Business• Early College Education

Instruction and Student Services

With substantial assistance from our friends
(Marketing, IT, Professional Development, Facilities, Fiscal Services)

Leading the Way to Student Success

at Mt. SAC





What are you hearing out there about Mt. SAC?

Questions we can help you answer



Let us help you to explain things like ...

- **Enrollment and registration issues and procedures:**
 - *Are there really classes available at Mt. SAC?*
 - *If so, how do I find them?*
- **Services available for students**
 - *How do I find out how to get help?*
- **Instructional programs and majors**
 - *How can students and parents know about all of the programs Mt. SAC has?*





Mt. SAC: Leaders in Collaboration, Innovation and Success

**With special thanks to the Board of Trustees for your
ongoing support!**

Thank you!

Accreditation Training

Board of Trustees Study Session
February 7, 2015

Irene Malmgren,
Vice President of Instruction
Kristina Allende,
Faculty Accreditation Coordinator

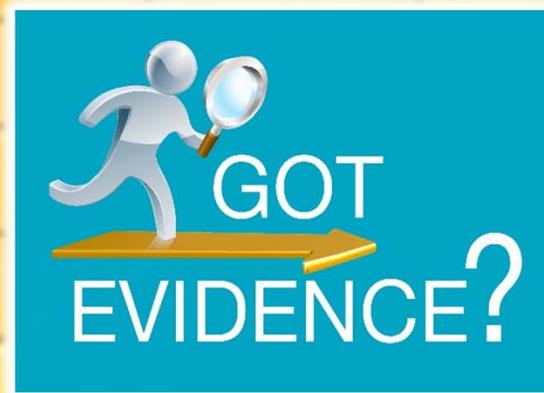


**“Excellence and
Distinction Our
Pathway to
Accreditation”**

Why
Accreditation
?

Standard IV.C.
Governing
Board

The
Board's Role



What's the
Timeline?

Ongoing
Conversations

Why Accreditation?

- Public credibility
- Legitimacy of degree
- Transferability of credits
- Federal requirement for financial aid for students



Standard IV.C. Governing Board

- Gathering Evidence
- Gap Analysis Activity



Board's Role

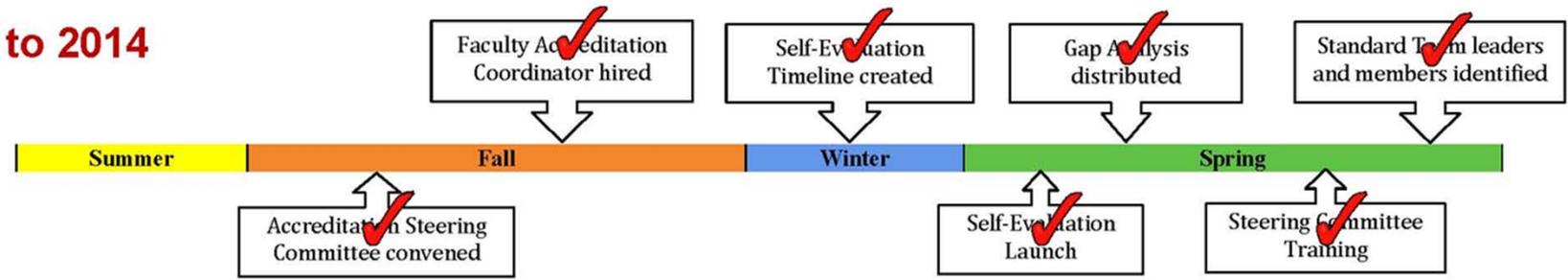
- Ensure College meets 2010 Recommendations
- Self-Evaluation input and feedback
- Ongoing evaluation of College progress



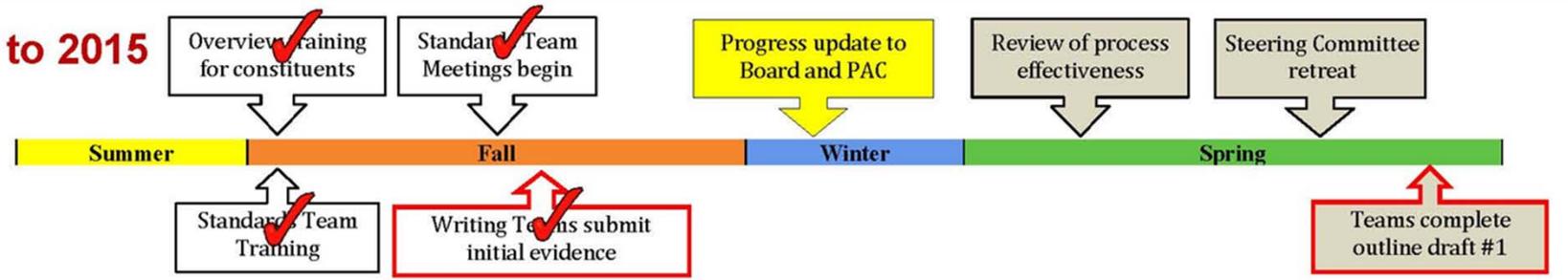


Draft Mt. SAC 2016 Accreditation Self-Evaluation Timeline

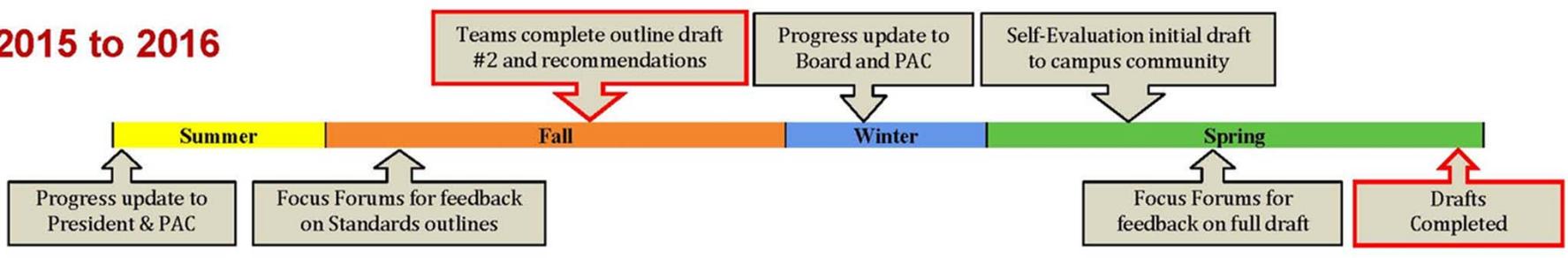
2013 to 2014



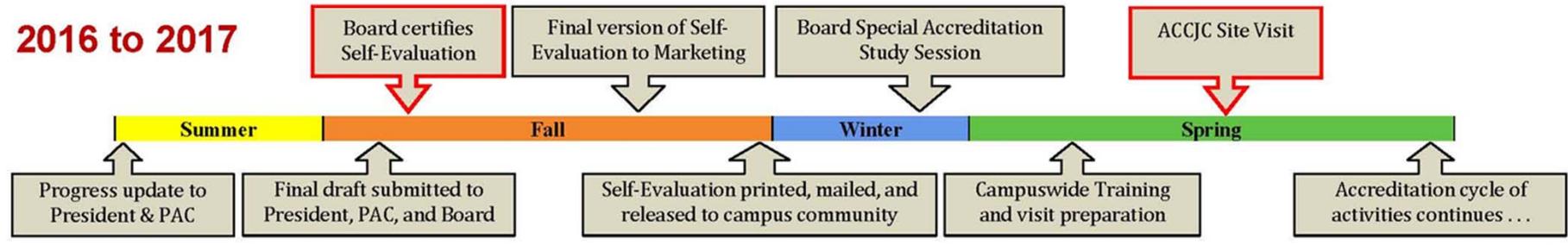
2014 to 2015



2015 to 2016



2016 to 2017



Ongoing Conversations

How can we be
helpful?



Board of Trustees Accreditation Training

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

C. Governing Board

IV.C.1. The institution has a governing board that has authority over and ***responsibility for*** policies to assure the ***academic quality, integrity, and effectiveness*** of the student learning programs and services and the financial stability of the institution. (ER 7)

IV.C.2. The governing board ***acts as a collective entity***. Once the board reaches a decision, all board members act in support of the decision.

IV.C.3. The governing board ***adheres to a clearly defined policy for selecting and evaluating the CEO*** of the college and/or the district/system.

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It ***advocates for and defends the institution and protects it from undue influence*** or political pressure. (ER 7)

IV.C.5. The governing board ***establishes policies consistent with the college/district/system mission*** to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board ***has ultimate responsibility for educational quality, legal matters, and financial integrity and stability***.

IV.C.6. The institution or the governing board ***publishes the board bylaws*** and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

C. Governing Board

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board *regularly assesses its policies and bylaws for their effectiveness* in fulfilling the college/district/system mission *and revises them as necessary*.

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board *regularly reviews key indicators of student learning and achievement and institutional plans* for improving academic quality.

IV.C.9. The governing board *has an ongoing training program for board development*, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board *regularly evaluates its practices and performance*, including full participation in board training, *and makes public the results*. The results are used to improve board performance, academic quality, and institutional effectiveness.

IV.C.11. The governing board *upholds a code of ethics and conflict of interest policy*, and individual board members adhere to the code. The board *has a clearly defined policy for dealing with behavior that violates its code* and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

IV.C.12. The governing board *delegates full responsibility and authority to the CEO to implement and administer board policies* without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

IV.C.13. The governing board *is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status*, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Recommendations for Improvement

**ACCJC Recommendations: In response to 2010 Mt. SAC Self-Study
All fully addressed in 2013 Mt. SAC Midterm Report**

Page | 1

Recommendation 1:

“In order to strengthen institutional effectiveness, the team recommends that the College continue its dialogue with classified leadership to improve classified employee participation in the participatory governance process. It is recommended that the College and classified leadership work collaboratively to implement the components of the planning agendas itemized on pages 3 and 4 of the August 23, 2010 addendum to the self-study and to continue to encourage classified participation by members of the classified service. (Standard IV.A.1, IV.3)”

Recommendation 2:

“The team recommends that the College review and clarify its student learning assessment terminology to alleviate potential confusion involving “measurable outcomes” and “student learning outcomes.” By comprehensively assessing what the College refers to as “measurable outcomes,” students and faculty could better understand assessment outcomes. The team also recommends that outcomes should be more easily accessible to students. (IIA.1.c; IIA.2.e, f, IIA.1.6)”

Recommendation 3:

“The team recommends that the College award degrees and certificates based on student achievement of a program’s stated learning outcomes. The team recommends that the College be cognizant of the approaching deadline for compliance with this standard. (Standard IIA.1.c; IIA.2.h, i)”

In October 2014, nineteen campus wide committees submitted Gap Analysis documents in which they identified gaps between new ACCJC Standards and Mt. SAC's evidence for meeting those standards. This initial Gap Analysis will be expanded to include evidence submitted by an additional fifteen campus wide committees and the Standard Writing Teams. In review of the initial documents that have been submitted thus far, themes emerged.

Theme 1: College Mission

I.A.1, I.A.2, and I.A.3.: As the college mission statement is vague and cannot be measured (I.A.1.), the college cannot evidence that it uses the mission in evaluation (I.A.2. and I.A.3.).

Next Steps: President's Advisory Council (PAC) will review the College's Mission Statement relative to the new ACCJC Standards. Feedback will be given to Accreditation Steering Committee by April 30, 2015.

Responsible Party: PAC

Theme 2: Outcomes

I.C.3. and II.A.12.: The college lacks a usable venue for communicating matters of academic quality evidenced by the assessment and evaluation of learning outcomes (I.C.3.). Additionally, the General Education Outcomes process needs to be transitioned to an Institutional Outcomes process, and this is currently in the works.

Next Steps: Outcomes Committee will review this recommendation and provide direction as to how their Outcomes webpage could be re-worked to improve upon communicating matters of academic quality as well as the Institutional Outcomes components. Feedback will be given to Accreditation Steering Committee by April 30, 2015.

Responsible Party: Outcomes Committee.

Theme 3: Library

II.B.1.: The library is not part of the curriculum review process, with the exception of its part in the Associate Degree for Transfer process, and it needs to be in order for the college fully to meet this standard.

Next Steps: The Dean, Library and Learning Resources will discuss this matter with the Chairs of Curriculum and Instruction and the Executive Dean of Instruction and recommend a plan of action. Feedback will be given to Accreditation Steering Committee by April 30, 2015.

Responsible Party: Dean, Library and Learning Resources & Executive Dean of Instruction

Theme 4: Evaluation

III.A.5.: While some constituency groups at the college have regular evaluation procedures, not all do.

Next Steps: Human Resources will provide a one-page outline of how evaluations are being done for all college employees. Feedback will be given to Accreditation Steering Committee by April 30, 2015.

Responsible Party: Vice President, Human Resources

Theme 5: Online Instruction

III.C.4.: While faculty are required to be trained in order to teach in the online or hybrid format, there is no required or organized training for students who take classes in the online or hybrid format.

Next Steps: Distance Learning Committee will review the Standard and provide input as to the totality of training offered and required for its online and hybrid programs. Feedback will be given to Accreditation Steering Committee by April 30, 2015.

Responsible Party: Distance Learning Committee

Next Steps:

The beginning work on the Gap Analysis will commence immediately, even as more information will be coming in as additional committees and the writing teams submit their documents. As one of the already identified themes, outcomes, is represented in a recommendation from the 2010 site visit, it must be addressed with all standards in this area fully met. The other gaps, too, must be addressed and met. Working groups that will focus on systematic improvement in these areas to ensure a full meeting of the standard must be put into place immediately. Individuals who would be part of these work groups are being identified and will be contacted upon recommendation of the Accreditation Steering Committee.

**Accreditation Exercise
Board Study Session
February 7, 2015**

- IV.C.1. Responsibility for academic quality, integrity, and effectiveness. (8)**
- Encourage a culture of college excellence
 - Approve Construction Master Plan
 - Equity & Access
 - Support programs
 - Ensure Academic Integrity
 - Review program performance
 - Approve contracts
 - Approve budgets
- IV.C.2. Acts as a collective entity. (1)**
- Interact with Board colleagues
- IV.C.3. Adheres to a clearly defined policy for selecting & evaluating the CEO. (7)**
- Hire President
 - Oversee college administration
 - Hiring/Evaluating CEO
 - Contribute to Board giving direction to President
 - Evaluate President
 - Evaluate CEO
 - Evaluate the College President
- IV.C.4. Advocates for and defends the Institution & protects it from undue influence. (7)**
- Community involvement
 - Community relations
 - Participate in various college events
 - Represent Mt. SAC at community functions
 - Promote College
 - Public Relations
 - Advocate for community college interests
- IV.C.5. Establishes policies consistent with the college mission & has ultimate responsibility for educational quality. (6)**
- Offer our collective experience and judgment in college vision and planning
 - Approve the budget
 - Help Board determine financial direction
 - Set institutional vision
 - Review budgets
 - Set direction/vision
- IV.C.6. Publishes the board bylaws. (0)**

- IV.C.7. Regularly assesses its policies & bylaws for effectiveness, revising if needed. (3)**
- Develop college policy
 - Set policy
 - Consider & form policy
- IV.C.8. Regularly reviews key indicators of student learning & achievement. (4)**
- Understand the current and future needs of students, faculty, & staff
 - Have an understanding of current concerns and innovations among the faculty
 - Student success
 - Support students
- IV.C.9. Has an ongoing training program for Board development. (2)**
- Attend Regional, State and National Conferences to gain awareness of current issues
 - Attend Board Retreat
- IV.C.10. Regularly evaluates its practices & performance, making the results public. (6)**
- Review & approve budgets/policies
 - Represents interests of community tax payers and other residents
 - Community relationship
 - Attend community functions
 - Bond Measures properly monitored
 - Self-evaluate
- IV.C.11. Upholds a code of ethics & conflict of interest policy & has a clearly defined policy for dealing with behavior that violates the code. (2)**
- Ethics
 - Oversight
- IV.C.12. Delegates full responsibility & authority to the CEO to implement & administer Board Policies. (2)**
- Advise the CEO
 - Interact with CEO
- IV.C.13. Is informed about the eligibility requirements, the accreditation standards, commission policies, accreditation processes and the college's accredited status. (4)**
- Ensure college's accreditation
 - Participate in accreditation process
 - Fiscally sound
 - Attend/participate in Board meetings

Other:

- Approve personnel appointments & promotions
- Advise/recruit students
- Solicit financial contributions
- Expel personnel
- Community Outreach
- Represent Mt. SAC in the community
- Represent college in community



BEYOND MEASURE RR PROJECT LIST

Updated 02/04/15, mk

PROJECT NAME:

BOND ID No:

PHASE 1:

- Student Union A
- Athletics Complex Phase 2 (Gymnasium + Aquatics) D
- Library A
- Science + Technology Building E + G

PHASE 2:

- Adult Basic Education L
- Building 6 Renovation F
- Building 9A Renovation L
- Building 28 Renovation E
- Fire Technology H
- Large Assembly Hall (1,500 seats) L

PHASE 3:

- Building 23 Expansion (Information Technology) L
- Classroom Building L
- Classroom Building (Building 26 Expansion) L
- Continuing Education Building L
- Public Transit Center + Parking Structure + Public Safety L

ON-GOING ALL PHASES:

- Campuswide Improvements
- Demolition + Hazardous Materials Abatement
- Energy Improvements
- Infrastructure Improvements
- Technology Upgrades
- Water Conservation + Storm Water Pollution Prevention

BEYOND MEASURE RR PROJECTS

PHASE 1:

- Student Union
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- Library
- Science + Technology Building

PHASE 2:

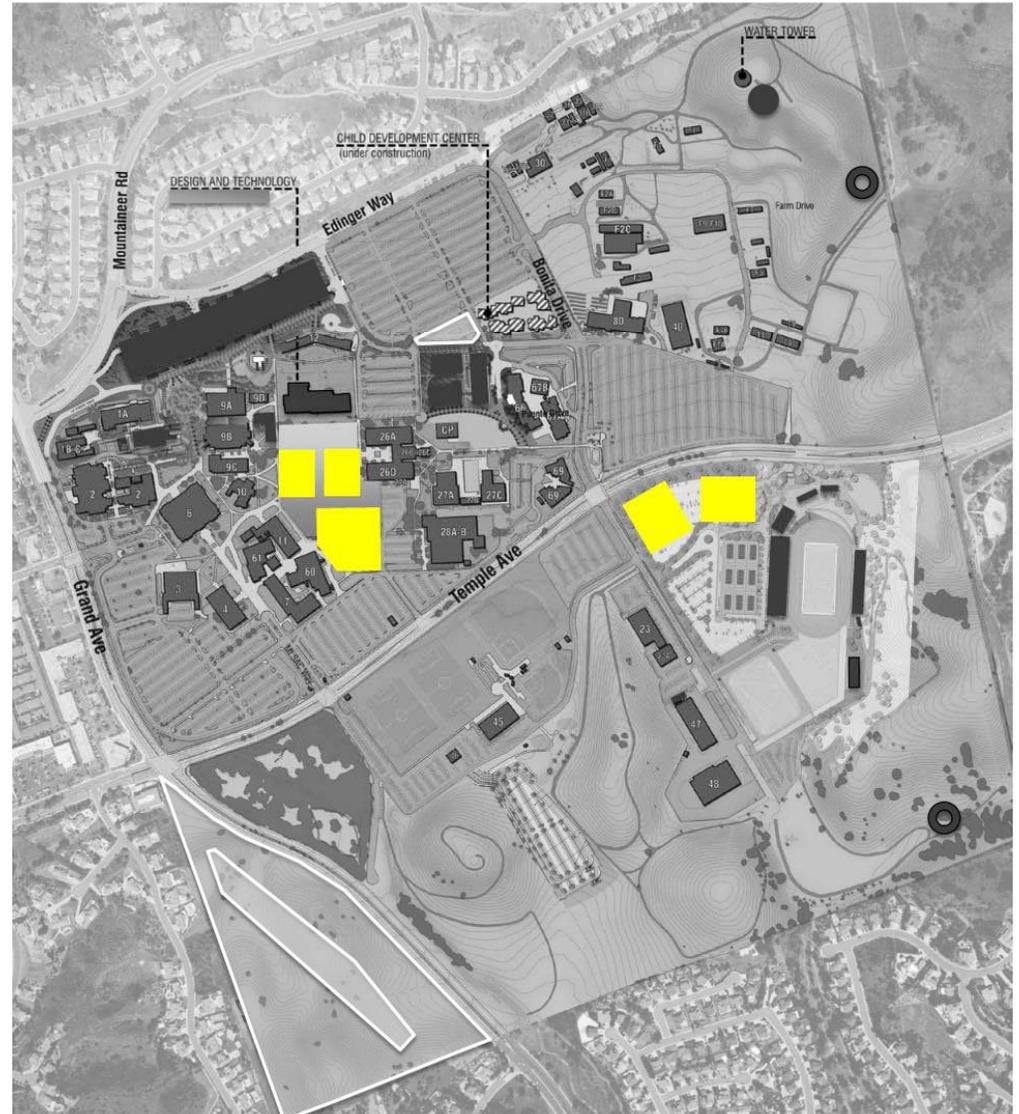
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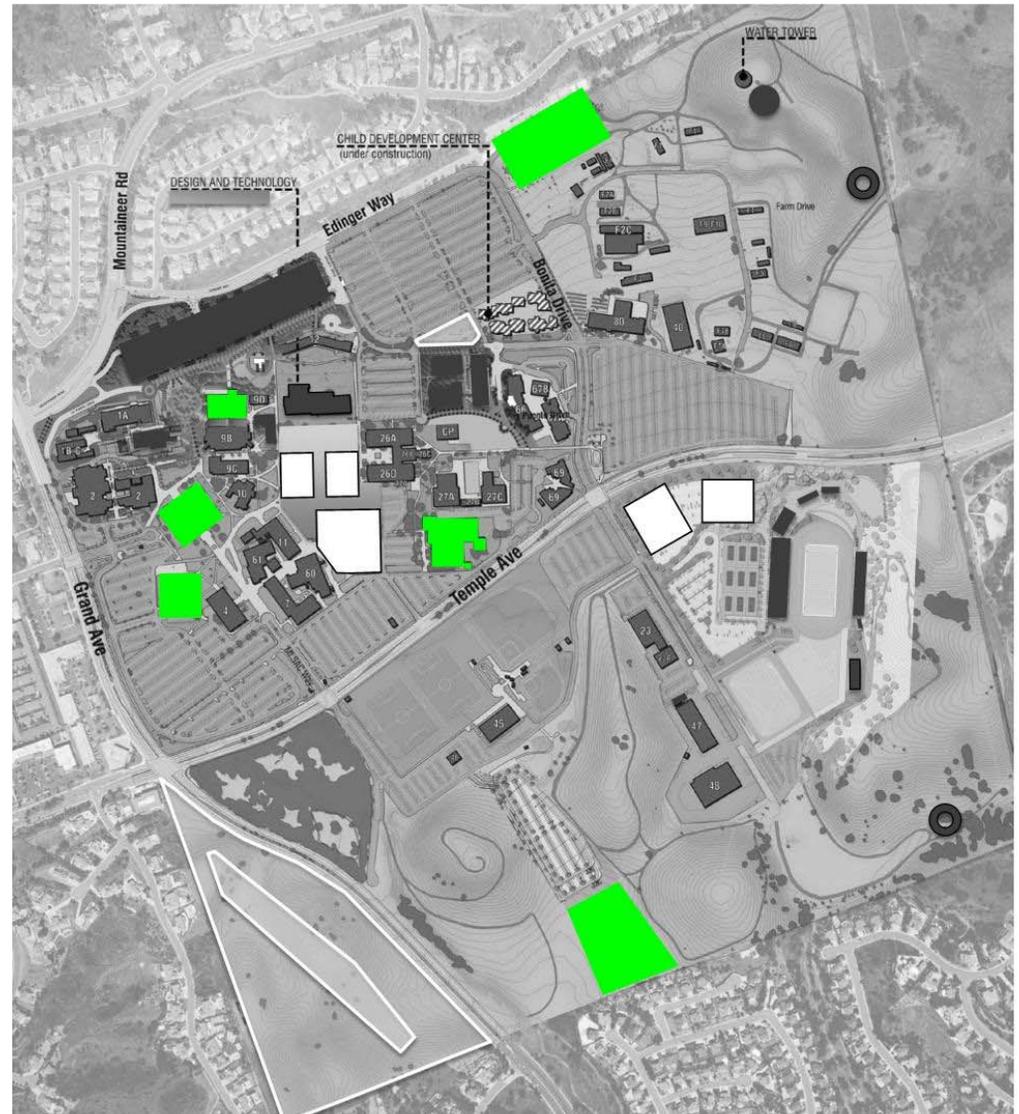
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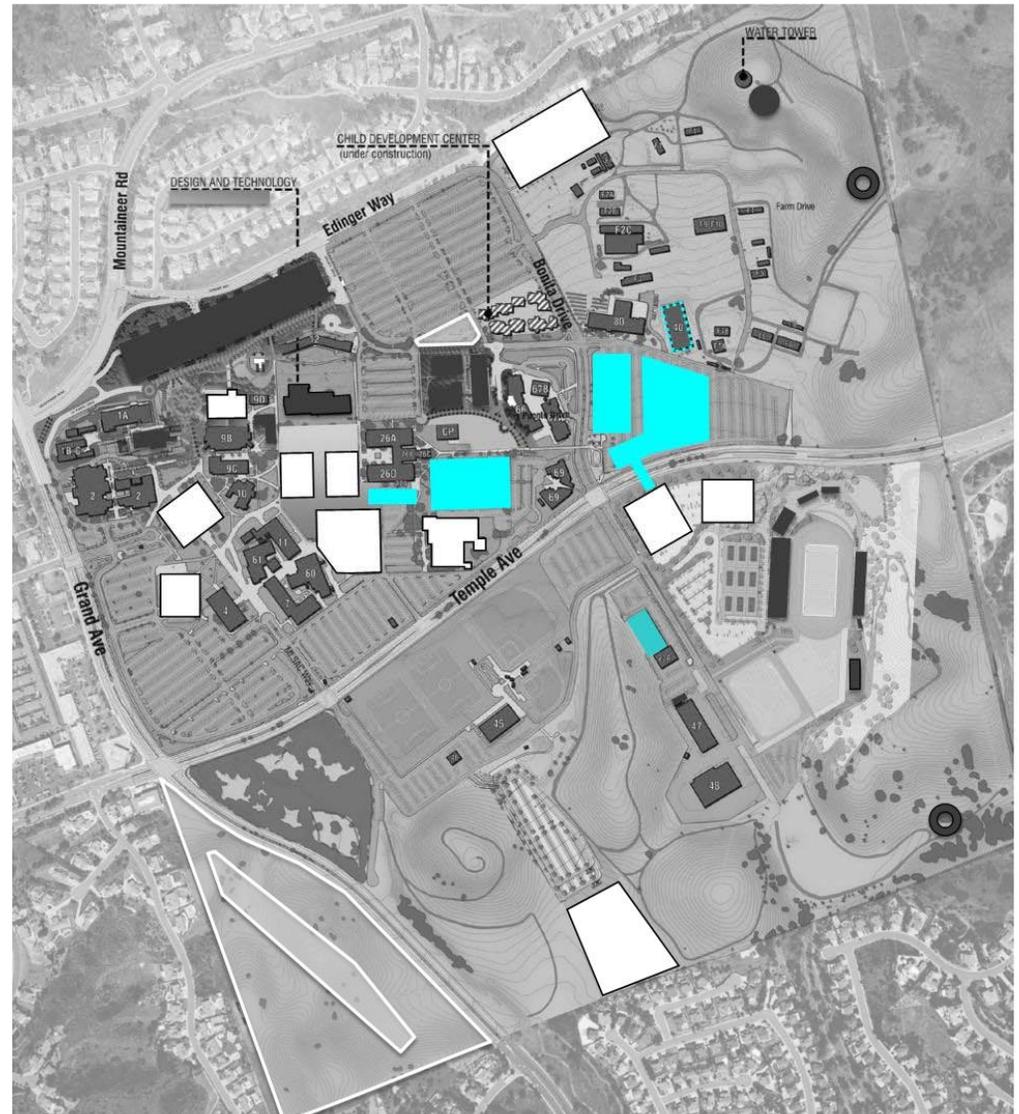
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Progress Report on Measure RR Projects February 7, 2015

Major Capital (5 projects)

1. **Parking Structure** – The Parking Structure project is near the end of the agency approval phase. To accelerate schedule and reduce the impact of inflation on the final project cost, construction has been divided into two phases. The early phase will be ready to start work as soon as the State Architect has approved the project, sometime in late February or early March. A copy of the guaranteed maximum price worksheet for phase 1 is attached. The early phase includes utility relocation work, site mass excavation, demolition, soil export, and paving at temporary student lot M. This work will be ongoing while bids are received and processed for the second phase.

The project construction will require approximately 20 months with an expected date of beneficial occupancy in early 2017. The most recent estimates show that bids for this project will likely come in under budget, however inflation in the construction market is very unpredictable at this time as the economic recovery is gaining strength, and many public and private capital projects that were deferred during the financial crisis are competing for available construction resources. The project team has developed alternative scope elements to balance unexpected construction cost inflation. The project budget is shown below.

Architect and Specialty Consultants	\$3,115,565
Plan Check and Other Miscellaneous Costs	\$606,362
Construction Incl. Escalation at 4% per year	\$50,661,733
Construction Contingencies	\$1,482,782
Equipment	\$750,000
Testing and Inspections	\$987,500
Construction Management	\$381,816
TOTAL	\$57,985,758

2. **Business and Computer Technology** – The Business and Computer Technology project is near the mid-point of the agency approval phase. A phasing approach similar to the parking structure will be proposed. In addition, the work to create an entrance to the existing language center building will be

tracked as a separate phase, with a unique application number at the State Architect’s office. Once the project is approved by the State Architect, construction may begin. The project will require 24 months of construction, with an allowance of 2 additional months for commissioning and occupancy. The main construction phase should begin by September 2015. Early efforts to move into the facility will take place during the fall semester of 2017, and the building will be fully functional for the winter session of 2018.

Options to accelerate the schedule may be considered early in the construction phase, with a goal to reduce the construction duration so that the facilities can be occupied by the fall of 2017. The most recent estimates show that bids for this project may exceed the budget by as much as 5%, however as indicated previously, inflation in the construction market is very unpredictable at this time. The project team is currently developing a range of deductive alternates that can be implemented as needed to mitigate unexpected construction cost inflation. The project budget is shown below.

Architect and Specialty Consultants	\$3,678,800
Plan Check and Other Miscellaneous Costs	\$566,918
Construction Incl. Escalation at 4% per year	\$45,239,549
Construction Contingencies	\$1,318,660
Equipment	\$4,345,000
Testing and Inspections	\$987,500
Construction Management	\$362,329
TOTAL	\$56,498,756

- Athletic Complex East** – The Athletics Complex East project has just moved into the agency approval phase. We expect the State Architect to approve the project sometime in early summer, and contract award will follow in early fall of 2015. As with the other major projects, the project team recommends a phased approach, with the demolition of the stadium and earthwork activities included in the early phase. To facilitate this, a sizable modular unit has been ordered to provide temporary space for athletics programs during construction. While this represents a significant cost (\$1.5 Million), equivalent savings can be expected by eliminating the need for contractors to work around occupied spaces. After the project is complete, the modular unit can be used for swing space to support other projects, or to provide room for growth while waiting for future projects to be funded.

It is crucial that full funding is in place for this project, and that accurate estimates and cost control options are developed before committing to the project. As with the Business and Computer Technology project, the Athletics Complex budget is subject to construction cost inflation. The budget allows for inflation of up to 4%

per year, and additional inflation impacts can be balanced by cost reduction alternates or an approved budget increase from the program contingency. The Athletics Complex East budget is shown below.

Architect and Specialty Consultants	\$3,750,000
Plan Check and Other Miscellaneous Costs	\$736,939
Construction Incl. Escalation at 4% per year	\$55,008,701
Construction Contingencies	\$1,610,011
Equipment	\$1,800,000
Testing and Inspections	\$987,500
Construction Management	\$414,578
TOTAL	\$64,307,729

4. **Food Services** – The Food Services project is approximately 25% complete. Recent construction activities include structural steel installation and underground utility connections. The project is tracking well and will be complete in fall 2015, on schedule. The transition from the old facility to the new will be challenging, as the new facility must be operational before demolishing the old. In consultation with food services vendor Sodexo, a transition plan has been developed. The old facility will operate throughout the fall semester. During the winter session, the new facility will begin operating with a “soft opening”. This will allow the operators to test the new equipment during the slower months. The old facility will be demolished early in 2016, and the new facility will be fully operational beginning with the spring semester, 2016. The project budget is shown below.

Architect and Specialty Consultants	\$900,000
Plan Check and Other Miscellaneous Costs	\$126,870
Construction Incl. Escalation at 4% per year	\$12,568,451
Construction Contingencies	\$226,082
Equipment	\$515,000
Testing and Inspections	\$366,948
Construction Management	\$52,050
TOTAL	\$14,755,401

5. **Student Success Center** – The Student Success Center project is approximately 20% complete. Recent construction activities include concrete structural walls and underground utility installation. The project is on schedule

and will be complete by the end of 2015. Planning for classroom and office furniture is underway. The project budget is shown below.

Architect and Specialty Consultants	\$830,482
Plan Check and Other Miscellaneous Costs	\$115,337
Construction Incl. Escalation at 4% per year	\$13,745,439
Construction Contingencies	\$275,000
Equipment	\$1,188,000
Testing and Inspections	\$380,000
Construction Management	\$56,513
TOTAL	\$16,590,771

Energy, Sustainability, and Efficiency (12 projects)

1. **Thermal Energy Storage and Central Plant Expansion** – This project consists of an additional chiller and cooling tower system to be installed at the central plant, and a new 1.4 million gallon underground tank for the storage of chilled water. The tank and central plant will be connected by an insulated piping loop enabling the college to make and store 38 degree water at night when power costs are at their lowest. The existing chilled water loop will be expanded to include the athletics complex south of Temple Avenue. This additional cooling capacity is necessary to operate the new facilities planned for measure RR, and the storage tank will provide system redundancy should one of our large chillers or cooling towers require maintenance. The project will be funded from various sources, including measure RR, as shown below.

Measure RR	\$2,200,000
Zero Interest Energy Loans	\$3,000,000
Proposition 39 Funds (2 years)	\$1,600,000
Energy Incentives	\$1,800,000
TOTAL	\$8,600,000

2. **Solar Power Generating Plant** – This project will provide 25% to 40% of the Campus peak power demand. The 2.4 Megawatt plant will utilize stationary photovoltaic cells set at a 10 degree angle, located on an 11 acre parcel west of Grand Avenue. Site development activities include environmental mitigation,

slope stabilization, landscape, fencing, a reclaimed water irrigation system, and a 1400 foot duct bank to bring power from the plant to the campus main point of entry. Project funding is as follows.

Measure RR (site development and Infrastructure)	\$1,900,000
Zero Interest Energy Loans	\$3,000,000
Proposition 39 Funds (2 years)	\$1,600,000
Energy Incentives	\$1,200,000
TOTAL	\$7,700,000

3. **Miscellaneous Energy Projects** – Plans for several smaller energy projects are in place. The projects will be prioritized by simple payback and available funds. Project types are as follows:

- Retro-commissioning
- Monitoring based commissioning
- LED Lighting
- Enhanced Energy Management
- Automated Demand Response
- Chiller and cooling tower upgrade
- Air handler unit upgrade/replace
- Parking lot lighting and controls
- Interior site lighting and controls

Infrastructure and Site Improvement (40 projects)

1. The following list of infrastructure improvement projects is planned for the next 2 years. The projects are prioritized to support planned major projects and by the age and condition of the utility systems.
- Wildlife Sanctuary
 - North campus storm drain replacement
 - North campus sanitary sewer upgrade
 - North campus main power duct bank
 - North campus infrastructure fiber optic duct bank
 - South campus main sewer installation
 - Fire technology area reclaimed water
 - West parcel reclaimed water
 - Emergency communications

- 1 Million gallon water storage
 - 2 new ground water wells
 - Farm area infrastructure
 - Interior site west of Food Services
 - Interior site surrounding Business and Computer Technology
 - Interior site south of the Parking Structure
 - KSAC Antenna and cell repeaters
 -
2. Once this list of projects is complete, the college will still have a backlog of approximately \$45 -\$60 Million in infrastructure and site upgrade work, including the following:
- Main water supply from the Orange County feeder
 - 60% of domestic water distribution
 - 90% of irrigation water distribution
 - 30% of fire water distribution
 - Fire alarm systems campus wide
 - 60% of sanitary sewer systems
 - 75% of storm drain systems
 - 40% of high voltage electrical distribution
 - 25% of low voltage electrical distribution
 - 40% of fiber optic and copper communications
 - 80% of surface parking
 - 75% of roadway surfaces
 - Campus "Quad" area
 - Interior site south of building 9B
 - Interior site north and west of building 4
 - Pedestrian crossing west of baseball/ softball
 - Interior site surrounding new buildings east of founders hall
 - Interior site surrounding future fire technology
 - Farm area interior site improvements
 - Access control campus wide

Minor Capital and Alteration Projects (35 projects)

1. The following list of minor capital and Alteration projects is planned for the next 2 years. The projects are prioritized through the Planning for Institutional Effectiveness process (PIE), and then by immediate need or logistics.
 - Building 23 renovation
 - New storage space for events services
 - Building 9A room remodel for special needs students
 - Language lab secondary effects
 - Library second floor room remodels
 - STEM center
 - Building 26 writing center expansion
 - Building 26 testing center
 - Building 40 remodel (1) classroom
 - Building 9D interior remodel for counseling
 - Building 6 remodel for professional and organizational development (POD)
 - Building 28 classroom remodel (TERC secondary effects)
 - Miscellaneous farm area improvements (13 projects)
 - Miscellaneous exterior improvements (8 projects)
 - Miscellaneous interior improvements (10 projects)
 - Hazardous materials abatement (6 projects)

2. This list of projects represents an ongoing and always changing list of facilities improvement projects that arise as the college, and chancellor's office priorities change, and as technology and teaching needs change. There will always be a demand for these types of projects on a campus of this size.

Temporary Space

1. Several temporary space projects are currently in the design phase. While new or modernized buildings are always preferred to modular units, often space needs arise so quickly that new construction projects cannot be developed, designed and implemented in time to meet the need. In these cases, it is important to plan and design a temporary facility that can be utilized for several different uses. For example, an 11,000 square foot modular unit is planned to provide temporary space for the athletics program while the stadium and field house is replaced. This facility has been designed with an open floor plan to

allow for the current use, and also to provide space that can easily be reconfigured as swing space for future projects. In all cases, the modular units planned for this phase of measure RR will be located where existing utility services are already in place. The following list shows the four major temporary space projects planned for measure RR.

Buildings 18C and 18D	Instruction	TERC and 40 seat classrooms
Building 46A	Facilities	Construction Document Storage
Building 45A	Athletics	Swing Space for Building 50G
Buildings 16 E and 16F	Student Services	Long term temporary space for student programs and services funded in recent state budgets

Scheduled Maintenance

1. The following list of project is a sample of the scheduled, deferred and special repair needs of the campus at this time. Facilities planning and management maintains over 2,300 separate pieces of equipment necessary for the operation of the college. In addition, building systems such as roofing, ductwork, glass window systems, doors and door hardware, ceilings, mechanical ductwork, plumbing systems, specialty gasses, and floor and wall finishes. The chilled water central plant and cogeneration system also requires special attention on a planned, scheduled basis.

Last year, the facilities team, along with a specialty consultant, ran a detailed campus-wide study of the maintenance requirements of the campus. The results of the study indicate that the net present value of the college's maintenance backlog is over \$50 Million. The measure RR building program will help reduce that backlog, but a significant amount of backlogged work will remain.

- Building 2 Chiller and cooling tower upgrade
- Row building packaged HVAC unit replacement

- Baseball and softball turf repairs
- Baseball and softball dugout flooring replacement
- Campus wide concrete walkway repairs
- Building 45 roof
- Building 47 roof
- Theater motorized rigging replacement
- Theater flooring
- Pool deck repair
- Pool pump and filter system replacement
- Pool locker room repairs
- Campus wide mirror and glass replacement
- Building 1B hot water line replacement
- Campus wide fencing repairs
- Roadway asphalt repairs
- Building 2 waterproofing
- Building 2 eaves repairs
- Health center flooring
- Building 6 security improvements
- Building expansion joints (multiple buildings)
- Building 28 fire alarm upgrade
- Campus wide elevator repairs
- Building 26 and 28 storefront doors
- Building 60 boilers
- Building key systems

2. For the 2014/15 fiscal year, the State provided approximately \$1.9 Million for scheduled maintenance. State regulations limit scheduled maintenance project to roughly \$640,000. Due to the size of many of the college buildings, these funds cannot be used. The following list shows projects that do not meet state funding requirements.

Building 26	Replace sewer pipe system	\$1,900,000
Building 26	Replace air handling equipment	\$2,400,000
Building 28	Replace air handling equipment	\$2,000,000
Building 28	Replace roofing system	\$1,100,000
Building 6	Replace air handling and chilled water	\$1,750,000

Lease Leaseback Projects

1. The following chart provides financial information about the lease leaseback projects completed or in process at the College.

Project Name	Original Contract Value	Final Contract Change Order	Percent Change
Administration Site Work	\$1,394,300	(\$220,128)	- 15.8%
Facilities Remodel and Infrastructure	\$3,407,969	(\$527,000)	- 15.5%
San Jose Hills Road Improvement	\$753,957	(\$76,790)	- 10.2%
Facilities Plan Room and EOC	\$2,572,126	(\$167,305)	- 6.5%
Agricultural Sciences Corrections	\$1,287,604	(\$141,418)	- 11.0 %
South Campus Major Grading	\$5,691,703	(\$2,730,516)	- 48.0%
Emergency Communication Infrastructure	\$347,097	0	0%

2. The following chart shows the status of the ongoing lease leaseback projects

Project Name	Original Contract Value	Percent Complete	NOTES
Building 12 Modernization	\$9,904,498	100%	Closeout Feb. 2015
Door Hardware Campus Wide	\$574,341	70%	
Audio Visual Campus Wide	\$251,938	77%	
Wildlife Sanctuary	\$1,721,931	0%	Pending Gas co. contract
Food Services	\$12,729,468	22%	
Student Success	\$13,628,082	23%	
Counseling area remodel	\$271,615	100%	Closeout Feb. 2015
Foundation office remodel	\$342,226	100%	Closeout Feb. 2015

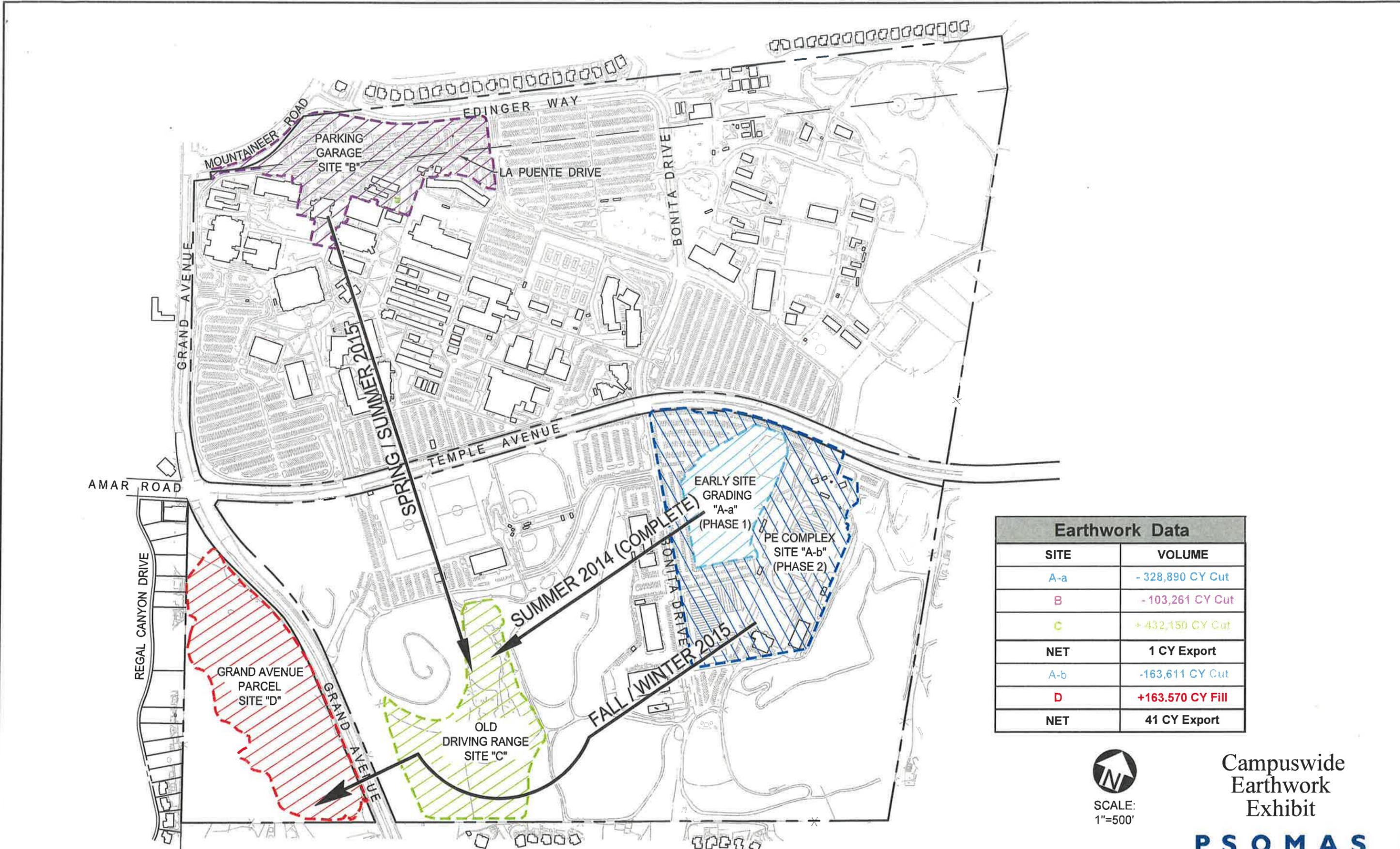
Mt. San Antonio College - Parking Structure Phase 1

Mt San Antonio College - Parking Structure Phase 1

January 29, 2015



	Trade	Subcontractor	# Bids	Base Bid
1	General Requirements			\$ 457,506
2	Demo & Earthwork		6	\$ 2,538,788
3	Site Utilities		7	\$ 1,637,649
4	Site Electrical		6	\$ 1,578,117
5	AC Paving & Striping		7	\$ 369,518
		Total		\$ 6,581,578
Alternates				
	Alternate No.1 - Provide 4" Base (CMB) under AC Paving		7	\$ 149,508
		Cost of Alternates		\$ 149,508
		Total with Alternates		\$ 6,731,086
	General Conditions			\$ 526,666
		Subtotal		\$ 7,257,752
	Contingency	3.00%		\$ 217,733
	Allowances (See Separate Sheet)			\$ 470,000
	Insurance/Bonds	1.75%		\$ 139,046
	Fee	4.00%		\$ 323,381
		Construction Total		\$ 8,407,912
	Preconstruction Fee	0.75%		\$ 11,009
	Total Construction GMP with Alternates and Preconstruction Fee			\$ 8,418,921



Earthwork Data	
SITE	VOLUME
A-a	- 328,890 CY Cut
B	- 103,261 CY Cut
C	+ 432,150 CY Cut
NET	1 CY Export
A-b	-163,611 CY Cut
D	+163,570 CY Fill
NET	41 CY Export


 SCALE:
 1"=500'

Campuswide
Earthwork
Exhibit

PSOMAS

DATE: 09-05-2013 REVISED ON: 12/18/2014
 JOB No: 1MTS010800

SHEET 1 OF 1

Mt. San Antonio College

MTS800-A00_REV

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Mt. San Antonio Community College District

General Obligation Bonds

Assessed Value and Tax Rate
Update

February 7, 2015



RBC Capital Markets

Disclaimer

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Table of Contents

- Section 1 District Bond Overview
- Section 2 Market Update and Refinancing Numbers
- Section 3 Measure RR – Series C Options
- Section 4 Potential 2018 GO Bond Election

District Bond Overview

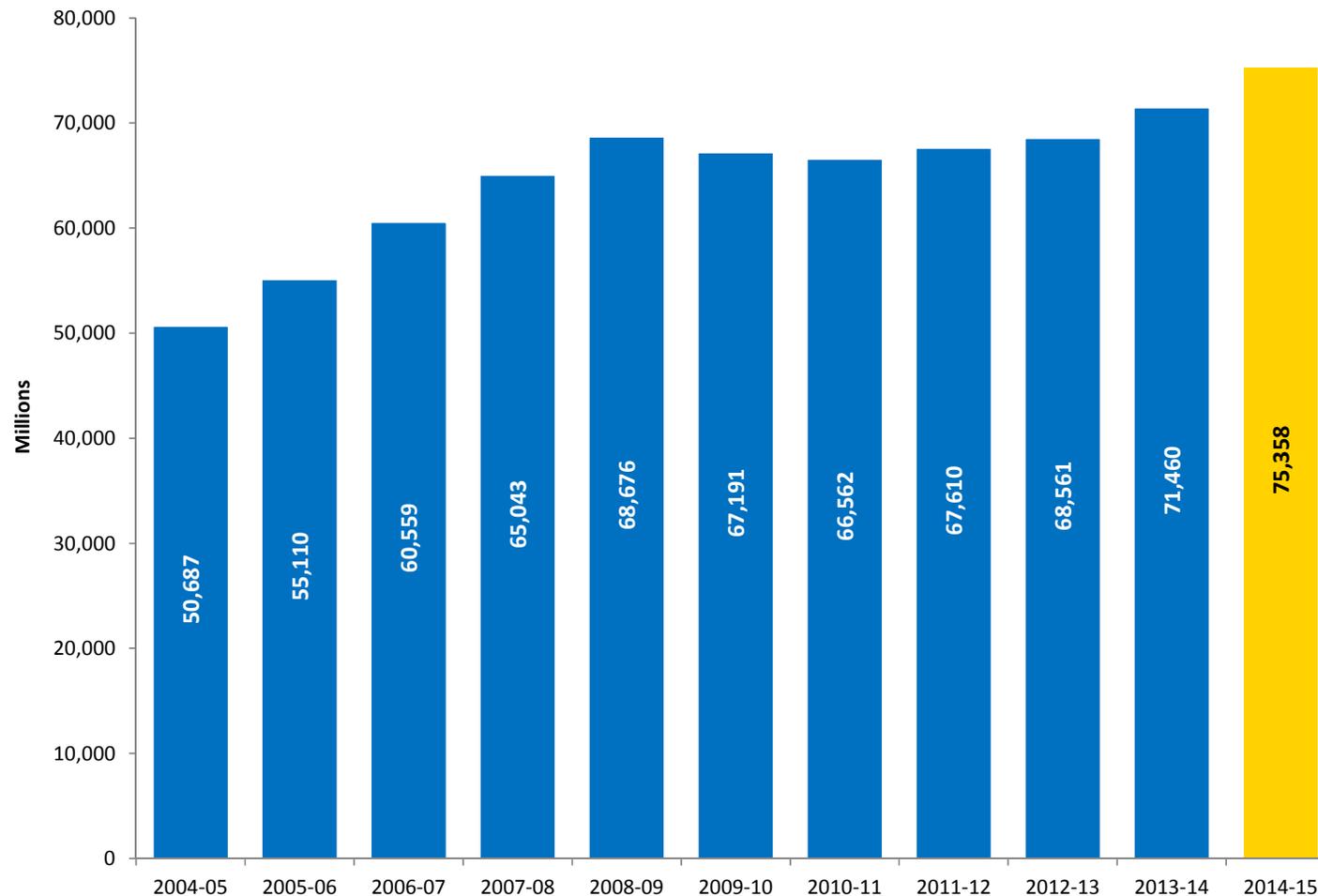


RBC Capital Markets

Mt. SAC CCD Assessed Valuation Update

- The District's total 2014-15 Assessed Valuation ("AV") is \$75.36 billion
- Compared to the prior fiscal year, District AV has increased by 5.45%
- In 2013-14, the District's AV increased by 4.23% (compared to 2012-13 AV)
- County-wide, assessed valuations in 2014-15 increased by approximately 5.46%

AV Growth Statistics	
Compounded 20 Yr Annual Growth:	4.055%
20-Year Average	4.104%
15-Year Average	4.805%
10-Year Average	4.117%
5-Year Average	2.346%



AV Growth Projections - District Home Sale Prices

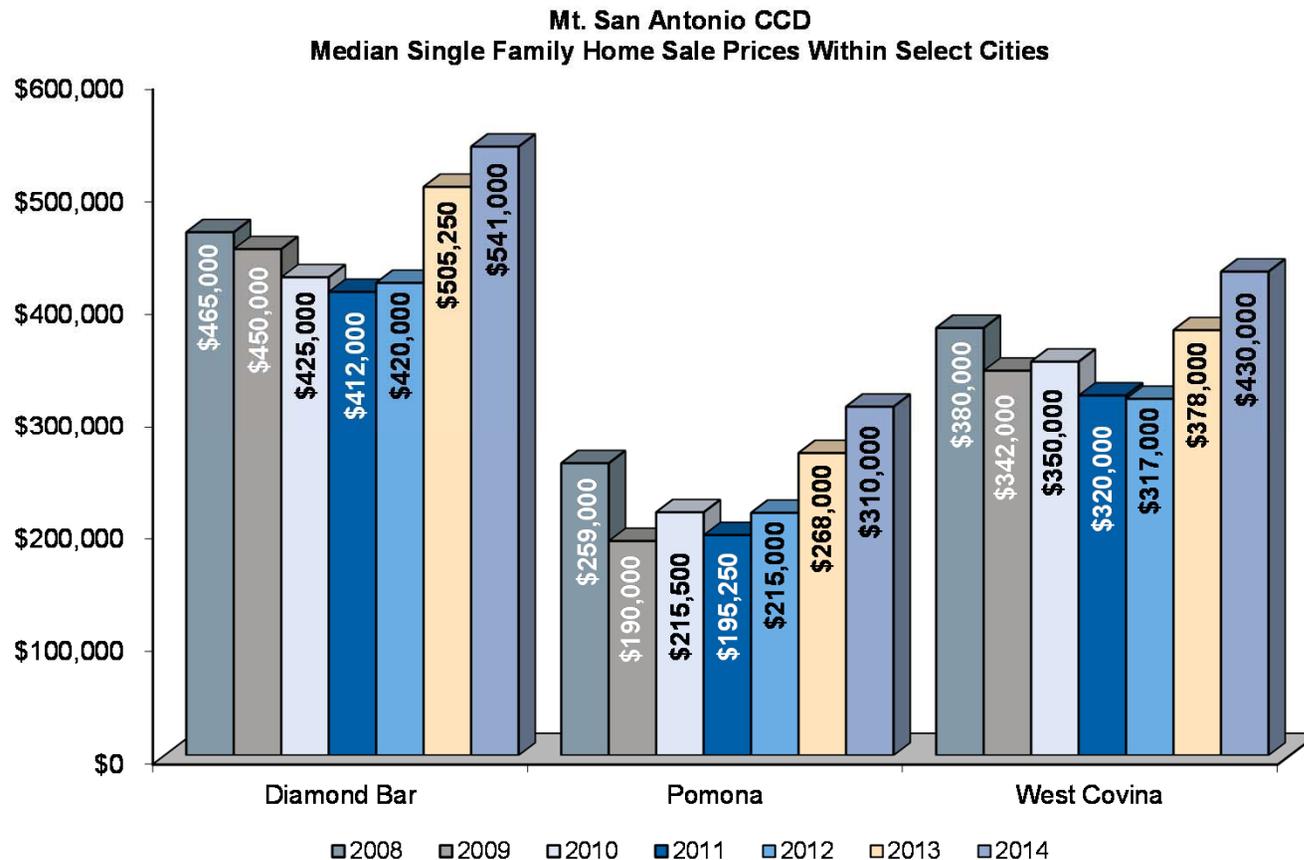
AV growth is significantly impacted by the resale price of homes within the district

Sales data from 2014 show that resale values have exceeded 2008 levels in the 3 largest cities that make up the District AV

Another indicative data point for AV growth is the relationship between resale values and taxable values

The District's median taxable value of single family homes is approximately \$226,595

The difference between resale values and taxable values shows significant AV growth potential in the District's housing stock as home are sold



Source: DQ News

Measure R and Measure RR Tax Rate Analysis

The District's net bonding capacity as of 2/1/15 was \$1.53 billion with \$353.8 million in outstanding par

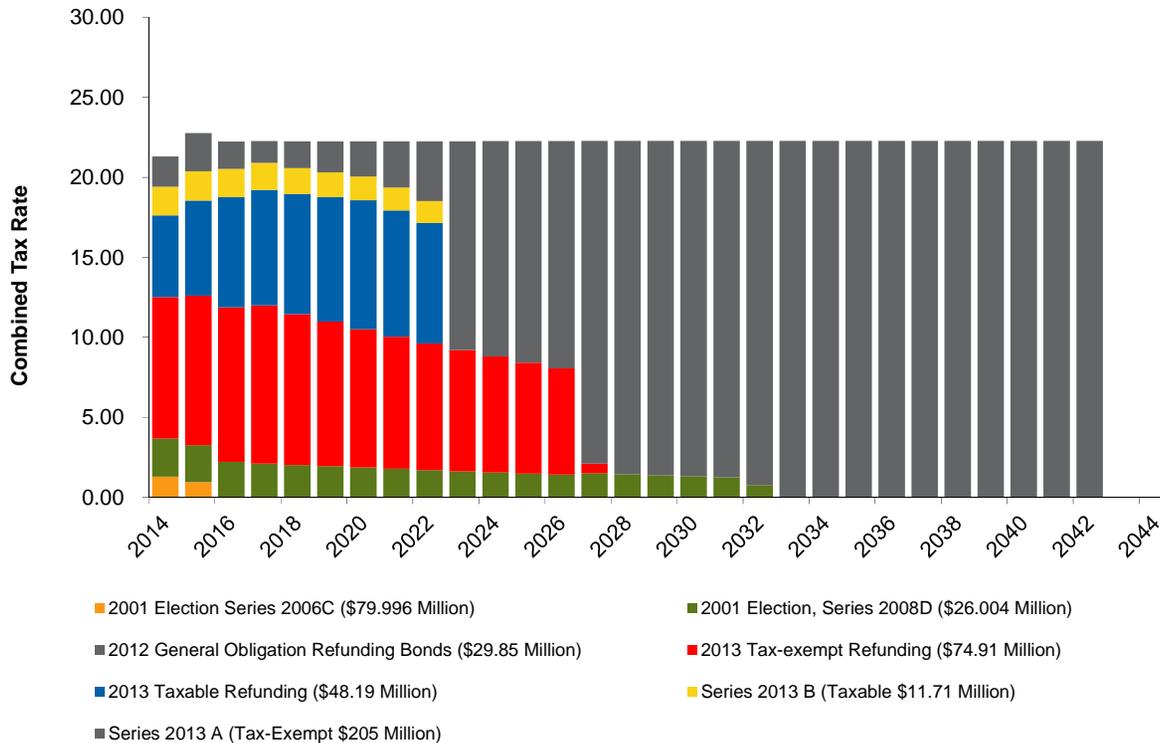
Under Prop 39, Community College Districts are limited to a maximum legal tax rate of \$25.00 per \$100,000 of assessed value (AV) for each election. However, due to the way the ballot language was written in 2008, Mt. San Antonio Community College District's combined tax rate limit for both the 2001 Election (Measure R) and 2008 Election (Measure RR) elections was \$25.00

The District restructured the existing bonds in 2013 to level out the tax rate and keep it under 25.00 per \$100,000 AV

The District's combined tax rate for fiscal year 2014-15 is \$21.29 versus \$20.96 in 2013-14

The table below shows the District's projected tax rates for the outstanding bonds

**Mt. San Antonio Community College District
Outstanding Measure R and RR General Obligation Bonds
Tax Rate per \$100,000 of AV**



Projected AV Growth Rates	
Year	Growth Rate
2010-11	-0.94%*
2011-12	1.58%*
2012-13	1.41%*
2013-14	4.23%*
2014-15	5.45%*
2015-17	4.00%
Thereafter	4.50%

* Actual

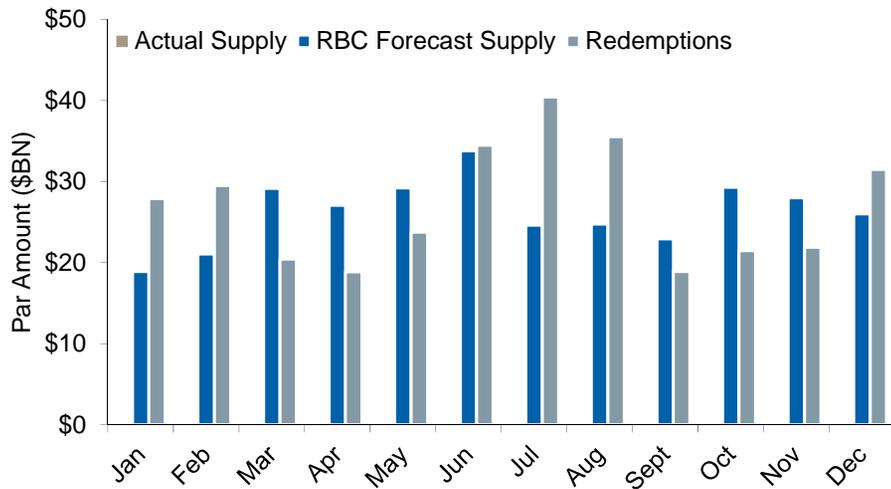
Market Update and
Refinancing Numbers



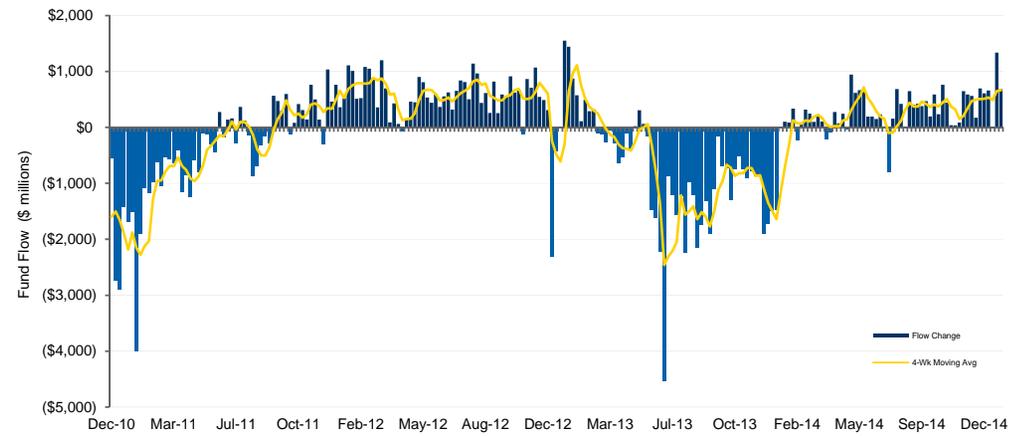
RBC Capital Markets

Tax-Exempt Market Dynamics

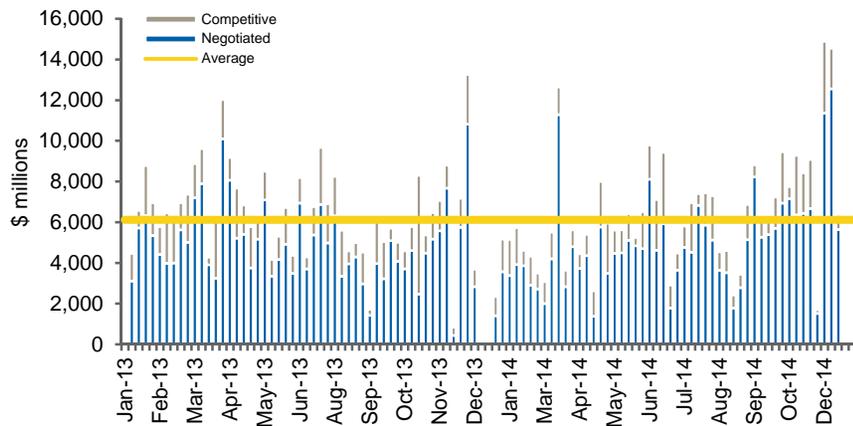
Muni Bonds: 2014 Issuance versus Redemptions



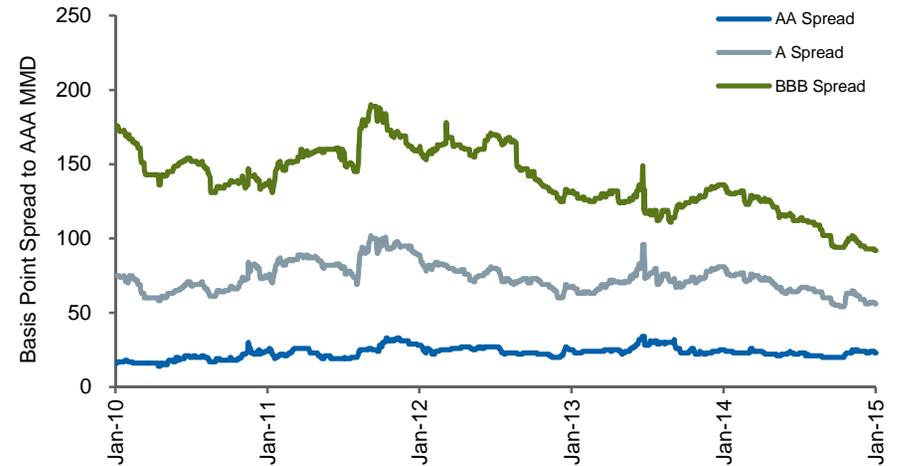
Lipper Municipal Fund Flows



2013 & 2014 Municipal Weekly Volume



Credit Spreads Remain Tight for Highly Rated Issuers



Source: Bloomberg, Lipper and Thomson Municipal Market Data

District General Obligation Bond Debt Summary

Election	Series	Original Par	Principal Outstanding (as of 2/1/2015)	Call Dates
2001	2006 Series C	\$79,996,202.75	\$1,975,000.00	Refunded
2001	2008 Series D	\$26,003,609.00	\$22,378,675.60	6/1/2018 @ 100%
	2013 Refunding A	\$74,910,000.00	\$70,910,000.00	9/1/2023 @ 100%
	2013 Refunding B	\$48,190,000.00	\$44,045,000.00	Non-Callable
2013	2013 Series A	\$205,586,691.72	\$203,861,691.45	8/1/23, 8/1/25, 2/1/28, 8/1/35 @ 100%
2013	2013 Series B	\$11,715,000.00	\$10,640,000.00	Non-Callable
		\$446,401,503.35	\$353,810,367.05	

- The 2008 Series D bonds can be refinanced to provide over \$2.2 million in taxpayer savings. See additional details on the following page
- The later series are not refunding candidates at this time due to the inefficiency of the escrow and length of time to the call date
- RBC will continue to monitor market conditions to find refunding and restructuring opportunities for the District's G.O. bonds

Mt San Antonio Community College District Refunding Analysis (rates as of 2-5-2015)

Sensitivity Analysis - 2008 Series D Refunding

	Current Rates less 25 bps	Market Rates as of (2/05/15)	Current Rates plus 25 bps
Par Amount:	\$18,850,000	\$18,890,000	\$18,930,000
Par Refunded:	\$20,065,000	\$20,065,000	\$20,065,000
All-In True Interest Cost	2.575%	2.824%	3.072%
Interest Rate of Prior Bonds	4.951%	4.951%	4.951%
Gross Savings:	\$2,927,803.68	\$2,262,134.44	\$1,586,239.51
Present Value Savings:	\$2,423,223.21	\$1,809,549.32	\$1,222,306.58
% Savings of Par Refunded:	12.08%	9.04%	6.09%

Date	Prior Debt Service	Refunding Debt Service	Savings	Present Value @ 2.216%
06/01/15	\$490,950	\$488,016	\$2,934	\$2,921
06/01/16	\$981,900	\$921,200	\$60,700	\$59,439
06/01/17	\$981,900	\$921,200	\$60,700	\$58,144
06/01/18	\$981,900	\$921,200	\$60,700	\$56,876
06/01/19	\$1,886,900	\$1,751,200	\$135,700	\$124,000
06/01/20	\$1,898,400	\$1,758,000	\$140,400	\$125,437
06/01/21	\$1,900,000	\$1,764,500	\$135,500	\$118,453
06/01/22	\$1,900,000	\$1,763,500	\$136,500	\$116,752
06/01/23	\$1,898,000	\$1,760,250	\$137,750	\$115,233
06/01/24	\$1,898,500	\$1,759,750	\$138,750	\$113,519
06/01/25	\$1,896,250	\$1,756,750	\$139,500	\$111,625
06/01/26	\$1,896,250	\$1,756,250	\$140,000	\$109,562
06/01/27	\$1,898,250	\$1,758,000	\$140,250	\$107,345
06/01/28	\$2,097,000	\$1,956,750	\$140,250	\$104,984
06/01/29	\$2,097,500	\$1,957,500	\$140,000	\$102,491
06/01/30	\$2,099,000	\$1,959,500	\$139,500	\$99,877
06/01/31	\$2,096,250	\$1,957,500	\$138,750	\$97,153
06/01/32	\$2,099,250	\$1,961,500	\$137,750	\$94,327
06/01/33	\$1,417,500	\$1,281,000	\$136,500	\$91,411
Totals:	\$32,415,700	\$30,153,566	\$2,262,134	\$1,809,549

Measure RR – Issuance
Options



RBC Capital Markets

Proposition 39 Elections (55% Voter Approval)

- Measure R and Measure RR were both Prop 39 Elections
- Under Prop 39, Community College Districts are limited to a maximum legal tax rate of \$25.00 per \$100,000 of assessed value (AV) for each election
- However, due to the way the ballot language was written in 2008, Mt. San Antonio Community College District's combined tax rate limit for both elections was \$25.00
- Due to lower than expected AV growth and actual declines in AV for FY 2009-10 and 2010-11, in order to access the remaining \$135.7 million in authorization under Measure RR (2008 Election) while staying under the combined \$25.00 tax rate, the District would need to issue some combination of interim financing. This could include 1) Bond Anticipation Notes and 2) COP/direct bank loan, followed by 25 year Capital Appreciation Bonds (CABs) issued in 2022
- The estimated cost of this option would still be within the new AB182 parameters with an estimated payback ratio of 2.42x. If we were able to sell all current interest bonds, we could potentially save taxpayers an additional \$152.6 million in interest costs

**Assuming interest rates in 2022 are not significantly higher than current rates*

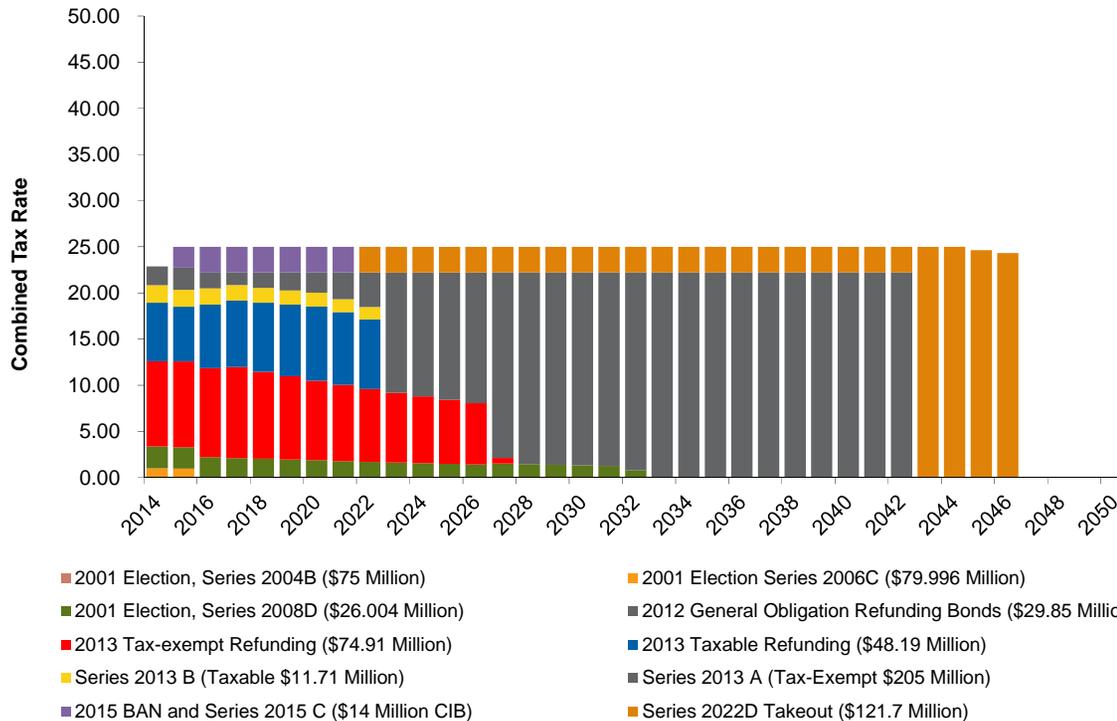
Option 1 – \$14M Series C and \$121.7M COP in 2015, BAN in 2017, Bonds in 2022

- To access the full \$135.7 million in remaining authorization under current law, the District would need to delay the GO Bond issuance until 2022
- We can utilize interim bridge financing options now until 2022
- Issuing a short 7 year bond in the amount of \$14 million in 2015 would allow the District to maximize tax revenue up to the allowable \$25 while the BANs and COP/Bank Loan are outstanding
- The assessed valuation table to the right shows the AV growth needed for the District to issue the BAN takeout in 2022

Average Annual Distict AV Growth Rate	
15 Year Average	4.76%
10 Year Average	4.05%

Actual/Assumed AV Growth Rate		
2011-12	1.58%	Actual
2012-13	1.41%	Actual
2013-14	4.23%	Actual
2014-15	5.45%	Actual
2015-16	4.00%	Estimate
2016-17	4.00%	Estimate
Thereafter	4.50%	Estimate

**Mt. San Antonio Community College District
Outstanding Measure R and RR General Obligation Bonds
Tax Rate per \$100,000 of AV**



Assumptions:

- \$14 Million GO Bond and \$121.7 Million COP issued in Summer 2015
- BAN issued in 2017 (or 2015)
- GO Bonds issued in 2022 with a 25 Year maximum maturity for CABs (2047)
- Estimated Bond Payback Ratio is 2.42X on \$135.7 million in par for a total interest cost of approximately \$192.1 million
- Maximum combined tax rate of \$25.00 per \$100,000

Seek Tax Rate Validation

- Alternatively, the District can see if voters object to allowing the District to utilize a maximum legal tax rate of \$25.00 per \$100,000 of assessed value (AV) for Measure R and a separate \$25.00 for Measure RR
- A \$25.00 per \$100,000 AV tax rate for each election is the legal standard for Proposition 39 elections
- If validated, this would allow the District to issue the remainder of the Measure RR authorization using all current interest bonds without interim bridge financings
- This option would result in the lowest cost of borrowing to District taxpayers and save taxpayers over \$152.6 million in interest costs over the life of the bonds on \$135.7 million in principal

Other Recent Examples

Due to AV declines experienced in recent years, other Districts have experienced similar challenges but wanted to keep their capital projects moving

Other Districts are also hesitant to use more expensive financing structures simply to stay under original tax rate estimates:

San Diego CCD had a \$25.00/100,000 AV for both their 2002 Election and 2006 Election bonds

- In 2011, after input from their board, the community, the Citizen's Oversight Committee (COC), and the San Diego County taxpayers association, the District decided to incrementally increase the combined tax rate for both elections first to a maximum of approximately \$38.91/100,000 AV before increasing to \$50.00/100,000 AV in 2013
- The input received suggested that the stakeholders generally preferred to pay more now in order to save hundreds of millions over the long run without potentially delaying projects

Other Recent Examples

Long Beach CCD had a \$19.97/100,000 AV for both their 2002 Election and 2008 Election bonds

- In 2010, the District issued Bond Anticipation Notes in an effort to keep the combined tax rate below the estimated \$19.97/100,000 AV
- However, as AV continued to fall, the 2012 tax rate rose to \$26.15/100,000 AV. After extensive discussions which included the Los Angeles County Treasurer's office, the decision was made to increase the 2008 Election tax rate to the legal maximum of \$25.00/100,000 AV separate from the 2002 Election bonds

Los Angeles CCD had a \$25.00/100,000 AV for both their 2003 Election and 2008 Election bonds

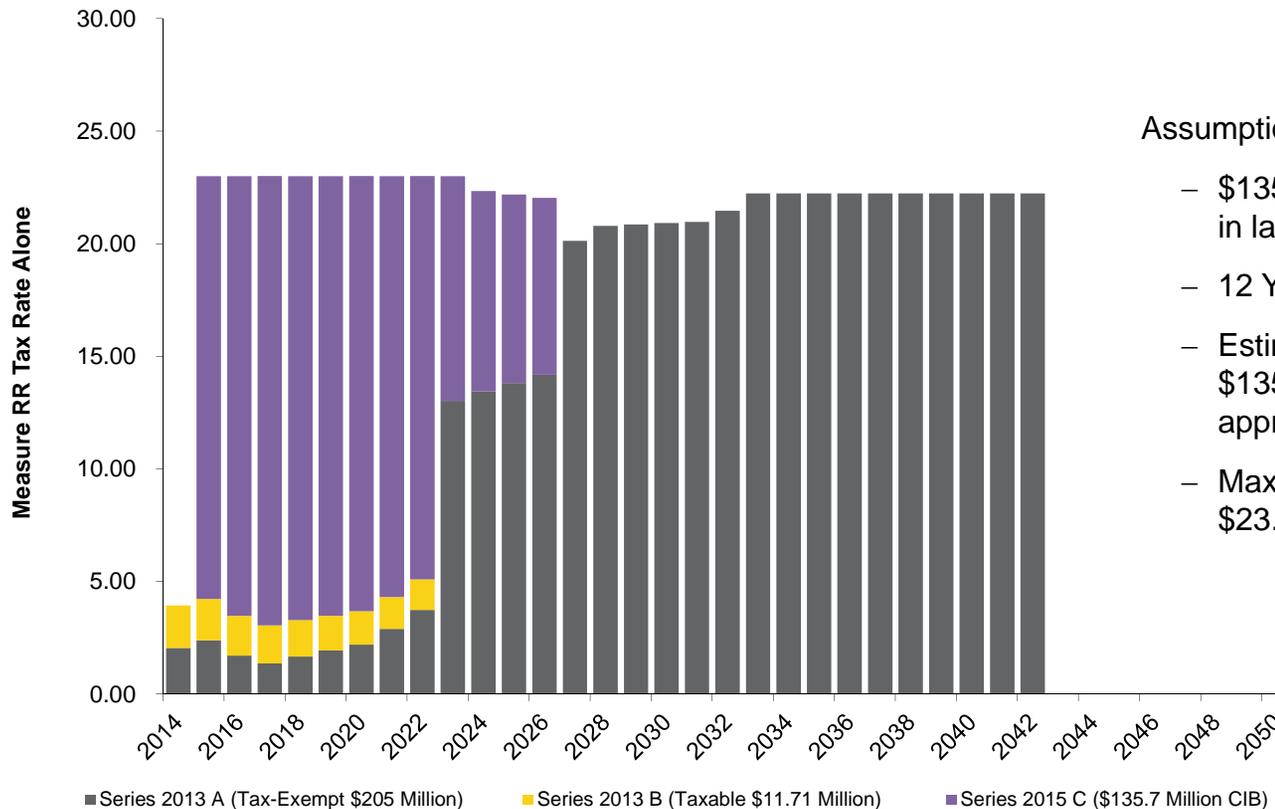
- The District sold bonds in 2013 when they were above the \$25.00/100,000 AV combined tax rate for the 2003 and 2008 Elections
- They conducted a "passive validation" for 60 days following board action to see if any stakeholders would protest before the sale of bonds took place
- There was no opposition

Option 2 – Lowest Cost of Borrowing, All CIBs

- Assumes independent tax rates for the Measure RR Election
- The District can issue the full amount of the \$135.7 million in remaining authorization using all current interest bonds
- At current rates, the estimated Bond Payback ratio is approximately 1.29X
- The projected savings of the alternate scenario is approximately \$152.6 million in reduced interest cost over the base case

Average Annual Distict AV Growth Rate	
15 Year Average	4.76%
10 Year Average	4.05%

**Mt. San Antonio Community College District
Measure RR General Obligation Bonds Tax Rate per
\$100,000 of AV**



Actual/Assumed AV Growth Rate		
2011-12	1.58%	Actual
2012-13	1.41%	Actual
2013-14	4.23%	Actual
2014-15	5.45%	Actual
2015-16	4.00%	Estimate
2016-17	4.00%	Estimate
Thereafter	4.50%	Estimate

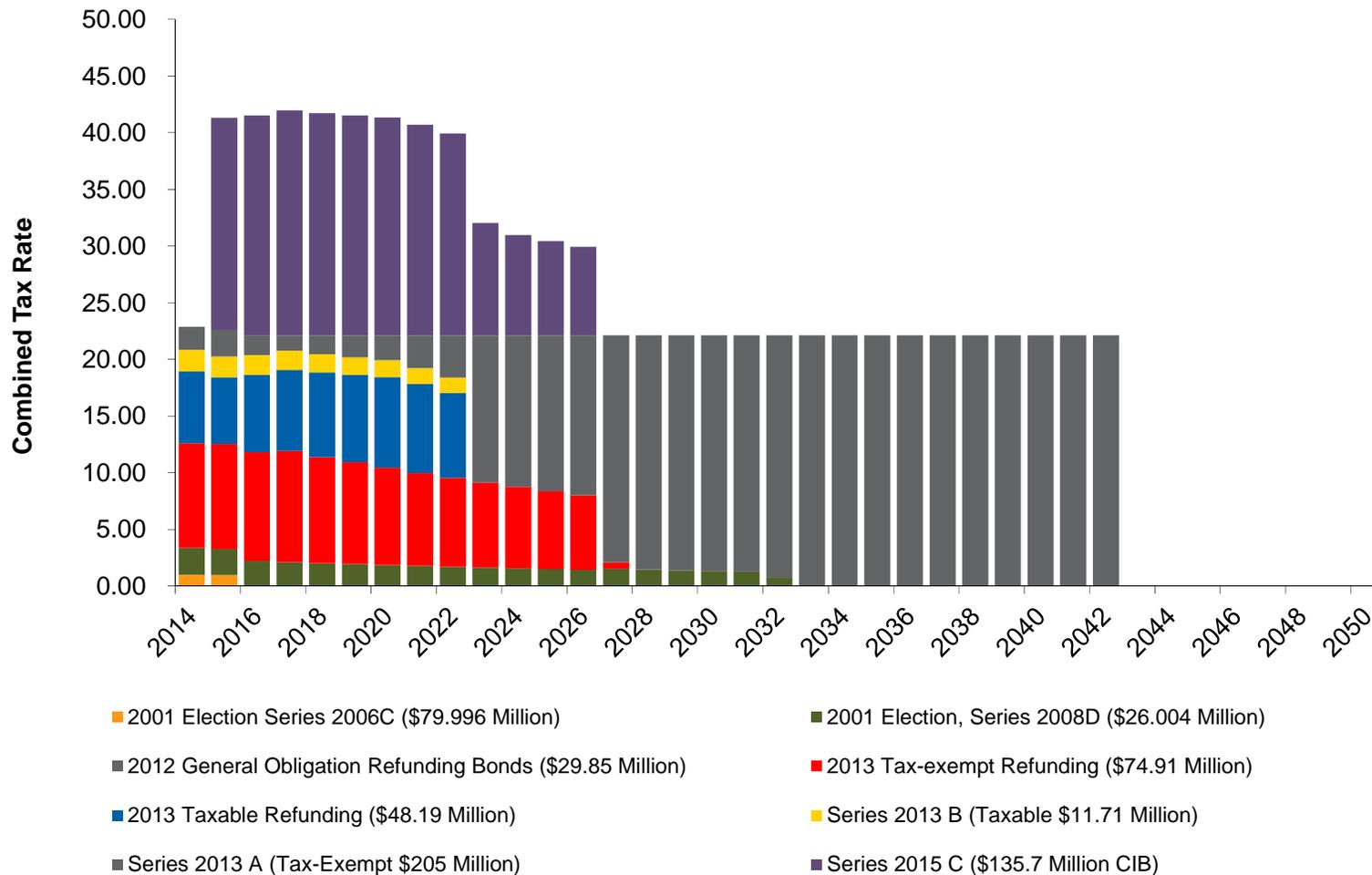
Assumptions:

- \$135.7 Million current interest GO Bonds issued in late 2015 or early 2016
- 12 Year maximum maturity CIBs (2027)
- Estimated Bond Payback Ratio is 1.29X on \$135.7 million in par for a total interest cost of approximately \$39.5 million
- Maximum Measure RR tax rate of approximately \$23.00 per \$100,000 of AV

Option 2 – District Total Tax Rate

- This option would bring the total tax rate for both elections up to a maximum of approximately \$41.96/100,000 AV in 2018 before falling to \$32.03/100,000 AV in 2024, and returning to \$22.12/100,000 in 2028

**Mt. San Antonio Community College District
Outstanding Measure R and RR General Obligation Bonds
Tax Rate per \$100,000 of AV**



Options Comparison

Comparison Factor	Option 1	Option 2
Bond Issuance Year	2022*	2015
Principal Amount	\$135.7 Million	\$135.7 Million
Total Interest Cost to Taxpayers	\$192.1 million	\$39.5 million
Repayment Ratio	2.42X	1.29X
Maximum Total Tax Rate per \$100,000 AV	\$25.00	\$41.96
Average Annual Tax Rate per \$100,000 AV to 2047	\$24.97	\$25.23
Final Repayment Year	8/1/2047	8/1/2043
Utilizes Capital Appreciation Bonds (CABs)	Yes	No

**Comparisons assume interest rates stay low until 2022*

Potential 2018 G.O. Bond Election

Section 4



RBC Capital Markets

Tax Rate and Bond Sizing Considerations

Capacity can be increased or decreased based on the following assumptions:

1. Authorization Amount

- Districts can authorize an amount that exceeds their current capital plans but certain requirements must be met before bonds can be issued

2. Tax Rate per \$100,000 of AV

- A Proposition 46 election does not have a statutory limit on tax rates but requires a 2/3 vote to pass
- A Proposition 39 election for a community college district has a statutory limit of \$25 per \$100,000 of Assessed Value (AV) but only requires a 55% vote to pass
- Some districts choose a rate lower than the statutory limit for political reasons or wrap the new tax rates around existing debt in order to moderate the impact of the new taxes

3. Timing of Issuances

- The District can issue in one series or in multiple series

4. Assessed Valuation Growth Assumptions

- Historical trends in assessed valuation growth
- Anticipated future growth of the area

5. Interest Rates

- Structure of bonds (i.e. options presented in this book utilize only current interest bonds as opposed to more expensive capital appreciation bonds)
- Ratings on the bonds and/or insurance

Potential G.O. Bond Election in 2018 – Based on Tax Rate per \$100,000 of AV

Capacity can be adjusted based on the tax rate estimate accepted by the District's voters

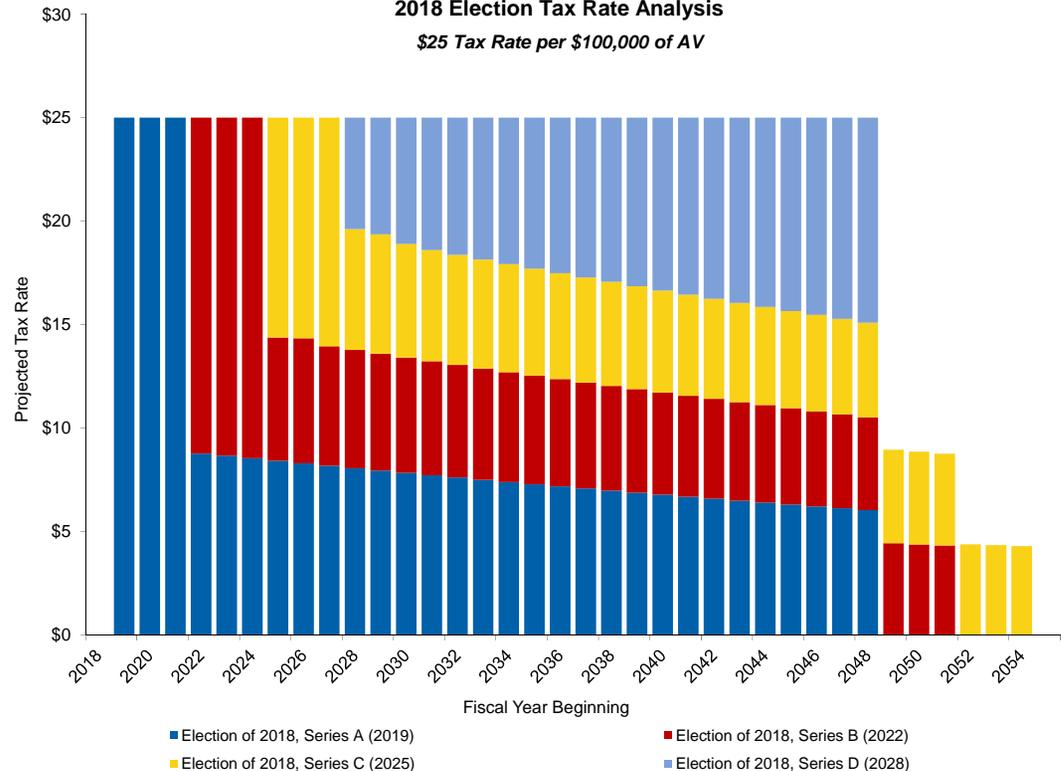
Mt. San Antonio Community College District Proposed General Obligation Bond Election in 2015 Bond Issuance Schedule and Projected Tax Rate Analysis				
Series	Dated	\$15.00	\$20.00	\$25.00
A	08/01/19	125,000,000	180,000,000	225,000,000
B	08/01/22	100,000,000	140,000,000	175,000,000
C	08/01/25	100,000,000	130,000,000	175,000,000
D	08/01/28	100,000,000	100,000,000	200,000,000
Total		\$425,000,000	\$550,000,000	\$775,000,000

District Historical AV Growth Statistics	
15-Year Average	4.805%
10-Year Average	4.117%
5-Year Average	2.346%

- The scenarios above assume the use of current interest bonds only, issuances every 3 years and the AV growth assumptions below

Assumed AV Growth		
2007-08	7.404%	Actual
2008-09	5.586%	Actual
2009-10	-2.163%	Actual
2010-11	-0.937%	Actual
2011-12	1.575%	Actual
2012-13	1.407%	Actual
2013-14	4.228%	Actual
2014-15	5.455%	Actual
2015-16	4.000%	Estimated
2016-17	4.000%	Estimated
Thereafter	4.500%	Estimated

Mt. San Antonio Community College District
2018 Election Tax Rate Analysis
\$25 Tax Rate per \$100,000 of AV



Note: The scenarios described above are only three examples of many options. RBC Capital Markets would be willing to run additional scenarios should the District desire. The use of capital appreciation bonds (CABs), issuances over a longer period of time or smaller issuances can all increase the total amount of bonds issued.

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Appendix:



RBC Capital Markets

Option 1 Alternative Scenario - Reauthorization Election in 2018

Under Option 1, the District would issue approximately \$121.7 million Bond Anticipation Notes (BAN) in 2017

- Assuming a CAB takeout of the BAN in 2022, the estimated Bond Payback Ratio including the interim financings is 2.42X for a total interest cost of approximately \$192.1 million
- If the District includes a reauthorization component as part of the 2018 election, the District would be able to take out the 2017 BAN using current interest bonds under the new authorization
 - Assuming a new \$25.00 tax rate capacity, the estimated Bond Payback Ratio including the interim financings would be closer to 1.50X for a total interest cost of approximately \$129.9 million
 - This alternative would still be more costly than the validation option by approximately \$90.4 million (and still subject to the risk that interest rates will rise significantly by 2022) but would save taxpayers approximately \$62.2 million over the CAB takeout option



BUDGET ISSUES AND IMPACTS: ONGOING AND ONE-TIME

February 7, 2015

2013-14 Growth

Revenues:	Cap Funded	\$1,813,906
	Over Cap Funded	1,262,247
	Total Revenues	3,076,153
Expenditures:		
	Cost of Instruction	2,654,280
	15% 2013-14 Over Cap Funded Growth for Health & Welfare	414,126
	0.15% COLA Increase for Salary & Benefit Increase	176,649
	Annual Increase of \$500 for Health & Welfare	473,251
	Increase in Faculty Contract	153,751
	Total Expenditures	3,872,057
	Expenditures are Greater than Revenues	(795,904)
	Unfunded Growth of 682 FTES, if Funded it is Estimated at	3,160,628
	Health & Welfare Contribution of up to \$1,100 for Regular Employees	(442,844)
	Available One-time Revenues for 2014-15	1,921,880
•	As a Result of Earning all 2013-14 Growth, the District Could Potentially Have Additional: 2014-15 One-time Revenues of \$1,921,880 2014-15 Ongoing Revenues of \$3,160,628	

2014-15 Growth

Revenues:	
Cap to be Funded (2.75%)	\$3,587,437
Total Revenues	3,587,437
Expenditures Committed:	
Cost of Instruction (Very Preliminary)	2,152,589
Positions Funded with Anticipated Growth	390,640
Operating Expenses Funded with Anticipated Growth	106,170
Total Expenditures	2,649,399
Revenues are Greater than Expenditures	938,038

- The District Preliminary FTE Increase for 2014-15 is at 5.25%.
- State Funded Growth is 2.75%; Therefore, the District Could Earn Additional 2.5% in Over Cap Growth Funds Estimated at \$2,687,358

2015-16 Potential Revenue Available for Compensation

- \$92.4 Million (1.58%) Cost-of-Living Adjustment (COLA)
 - For Mt. SAC Approximately \$2.2 Million
 - PERS/STRS Increases?

Governor's January 2015-16 State Budget Proposal and the Effects for Mt. SAC - Ongoing

- \$106.9 Million (2%) for Growth
 - For Mt. SAC Approximately \$2.8 Million
- \$49 Million to Increase the Career Development and College Preparation Courses (CDCP) Rate to the Level of Credit Rate
 - For Mt. SAC Approximately \$4.8 Million
- \$125 Million to Increase the Base Allocation Funding to Reflect Increased Operating Expenses Such as Scheduled Increases in STRS and PERS Contributions
 - For Mt. SAC Approximately \$3.3 Million

2015-16 One-Time Funding

- \$353 Million to Pay Down Outstanding Mandate Claims
 - These One-time Funds Would be Allocated to Districts on a Per-FTES Basis, and They Will Not Require Local Match.
 - Could be Allocated to Instructional Equipment and Scheduled Maintenance.
 - For Mt. SAC Approximately \$9.3 Million

Governor's January 2015-16 State Budget Proposal

Categorical Funds

- \$100 Million for the Student Success and Support Program
 - For Mt. SAC Approximately \$1.7 Million
 - Match: To be Determined (2014-15 was 2:1)
- \$100 Million for Student Equity Plans
 - For Mt. SAC Approximately \$2.4 Million
 - No Match
- \$39.6 Million for Proposition 39 Energy Efficiency Projects and Workforce Development
 - For Mt. SAC Approximately \$900 Thousand

Other Budget Issues

- OPEB Trust
 - Retirees' Health Premiums - \$3.9 Million
 - Payment to the OPEB Trust - \$3.1 Million
- STRS Increases
 - “Employer Share” Rate Will Increase from 8.88% to 10.73% in 2015-16, and Will be at 19.10% in 2020-21.
- PERS Increases
 - “Employer Share” Rate Will Increase from 11.771% to 12.60 % in 2015-16, and Will be at 20.4% in 2020-21.
- RECLASSIFICATION
 - Very Preliminary Estimate \$520,000 (Ongoing)
- Proposition 30 is Temporary (\$21.1 Million for Mt. SAC in 2014-15)
 - Sales Tax Increase Terminates at the End of 2016.
 - Income Tax Increase Terminates at the End of 2018.

One-Time Revenues Available for 2014-15

- Phase 1
 - Reimbursement of State-Mandated Local Programs \$1.3 Million
- Phase 2
 - 2013-14 Additional Over Cap Growth (If all Remainder Unfunded FTES are Funded) \$1.9 Million
- Phase 3
 - 2014-15 Positive Variance \$_____

New Resources Allocation Process

- After the Governor Submits the Initial State Budget in January, Fiscal Services Makes Preliminary Budget Projections for the Following Budget Year by Early March;
- In March, the Budget Committee Reviews the “Preliminary Tentative Budget” and Determines the Available New Resources for the Year;
- By Mid-March, the Budget Committee Announces Whether or Not There Are Any New Resources Available for Allocation;
- These New Resources Are Generally a Combination of the Previous Year’s growth Funds, Funded COLA, and Various One-time Allocations;
- The Budget Committee May Choose to Hold Some New Money in Reserve or Announce New Resources at Other Times, as They Become Available;
- Once New Resources Are Deemed Available, Departments/Units Are Given the Opportunity to Make a Request for New Funding to Meet Their PIE Goals;
- Except for New Personnel Position Requests, This New Funding (if Granted) is Initially Given on a One-time Basis;

New Resources Allocation Process

- To Receive the Allocation Again for the Next Fiscal Year, the Department/Unit Would Need to Submit the Request Again;
- The New Resource Requests Travel From the Department/Unit to the Dean/Director (for Review, Approval, and Prioritization) and Then to the Appropriate Vice President (for Review and Prioritization);
- All New Resource Requests are Summarized and Prioritized by Each Vice President's Team Using an Established Format Before it is Presented to the Budget Committee;
- The Budget Committee Ensures that the Process Has Been Followed and Forwards the Requests to the President's Advisory Council (PAC);
- After PAC Reviews the Requests they are Forwarded to President's Cabinet (PC);
- PC Discusses the Strengths and Weaknesses of the Submitted New Resources Allocation Requests and How Best to Prioritize by Mandate, Innovation, Expected Program Improvement, and Alignment with College Goals;

New Resources Allocation Process

- While Each Vice President Advises the President, the Final Funding Decision is Made by the College President;
- The Budget Committee Strongly Recommends that the College President Allocates the Funding of any New Resources on a One-time Basis;
- Departments/Units who Have Received One-time Funding for the Same Expenditure Requested for a Third Consecutive Year May Request That Expenditure be Changed to “Ongoing” for the Fourth Year;
- These Requests go Directly to the Budget Committee, Which May Make a Recommendation to Keep the Funding on a One-time Basis, to Fund the Expenditure for a Specified Number of Years, or to Switch the Funding to Ongoing;
- This Recommendation then Needs to be Affirmed by PAC and Approved by the College President; and
- If the Funding is Switched to Ongoing, the Budget Will be Added to the Department’s/Unit’s Status Quo Budget During Budget Preparation for the Next Fiscal Year.

Questions





UPDATE AND FUTURE DIRECTIONS: STUDENT SUCCESS AND EQUITY

Board of Trustees Study Session

2.7.15

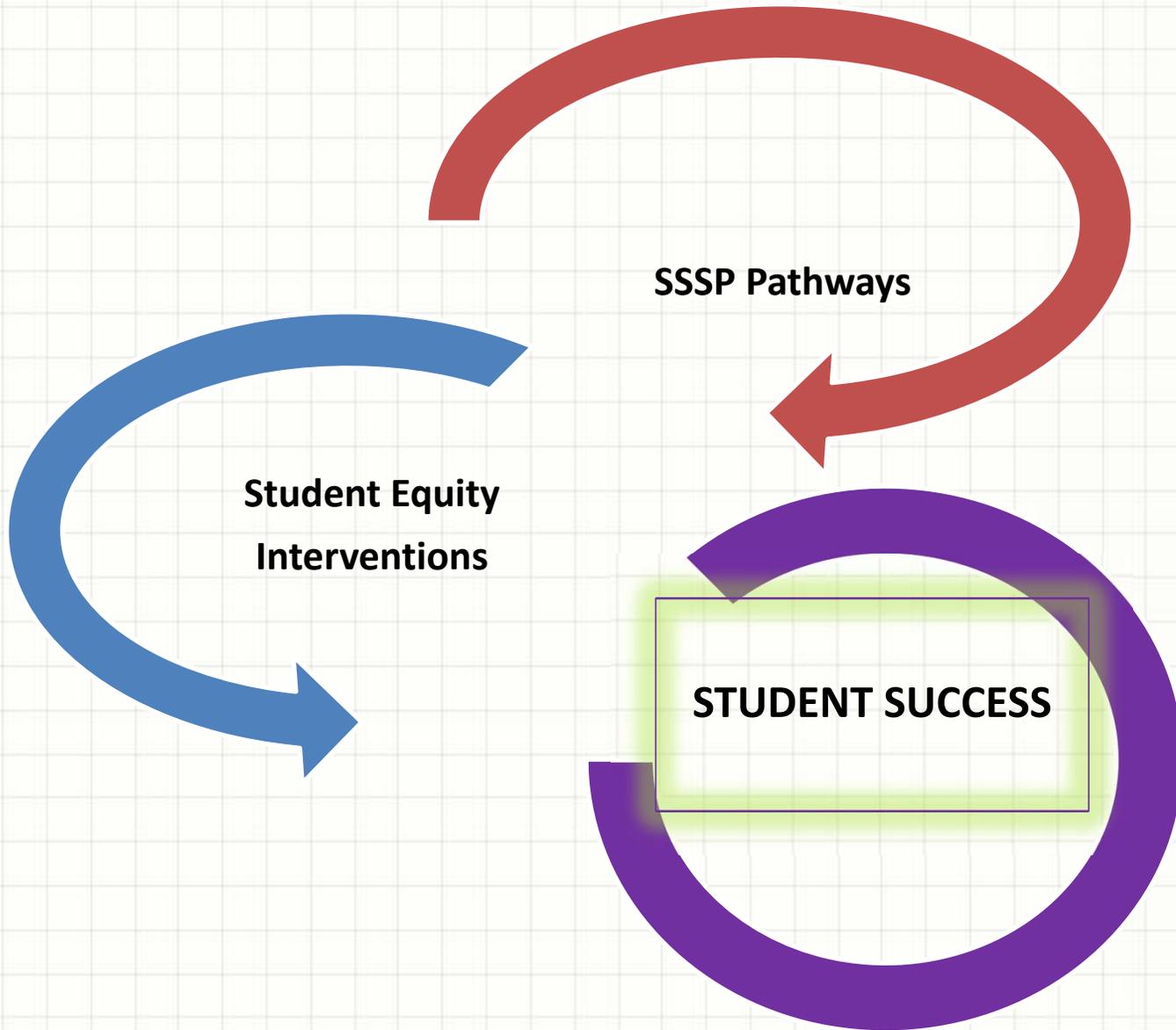
Irene Malmgren

Audrey Yamagata-Noji

Integration: Success and Equity

SB 1163 (Student Success Task Force) and SB 1456 (Student Success Act of 2012) reaffirm the importance of student equity in achieving student success.

Ed Code 78216(c)(7) : Coordination with college student equity plans to ensure that the college has identified strategies to monitor and address equity issues and mitigate any disproportionate impacts on student access and achievement.



Mt. SAC's Status: Student Success

- Implement required core services: Assessment, Orientation, Counseling/Education Plan: ***Continued development***
- Implement regulatory changes: Loss of enrollment priority due to over 100 degree units; probationary status: ***Implemented***
- Implement interventions: Follow-up, declaration of major, comprehensive education plan: ***Under development***
- Implement student notification: Loss of enrollment priority, loss of BOGW fee waiver, Pell limit – ***Partially implemented***
- Implement new MIS tracking: ***Implementing and monitoring***

Mt. SAC's Status: Student Equity

- “Focusing Meeting” to review the Student Equity Plan with key stakeholders: ***tentatively planned 2.27.15***
- Deeper research and analysis: ***continuing with Research department; applicant for Achieving the Dream***
- Planning discussions regarding under-served populations (Foster Youth, Veterans, AB 540/Dream, men of color, disabled, low income, reentry): ***ongoing***



Keeping
our Focus:
STUDENTS

Pathways (SSSP) and Interventions (SSSP and Student Equity)

PATHWAYS

- **SSSP** helps ALL students get off to a good start with a sense of direction based on assessments and providing important information and guidance through services:
 - Assessment
 - Orientation
 - Counseling/Advising
 - Student Education Plans

INTERVENTIONS

- **SSSP** provides follow through and follow-up services for ALL students:
 - Probation interventions: workshops, counseling
 - Early Alert: referral for tutoring and counseling; progress notification
 - Basic Skills Progress: enabling students to progress to next required level of English, math, reading
- **Student Equity** provides follow through and specific and intentional actions to address disparities in success for student populations based on several factors:
 - Gender
 - Disability
 - Income
 - Veterans
 - Foster Youth
 - Ethnicity

Strategy: Continued Implementation of Student Success and Equity

1

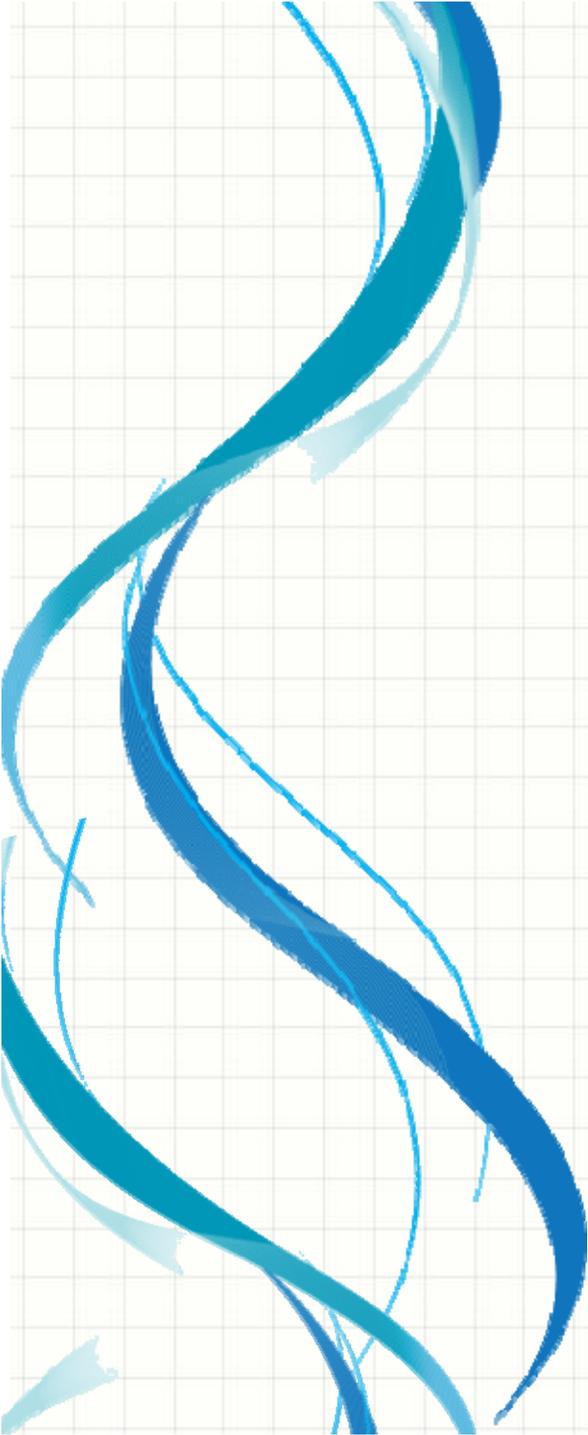
- Expansion of current efforts

2

- Developing new initiatives

3

- Planning for new funding



***Expansion of
current efforts***

Pathways: easing the transition to college



- Mountie Stars
- Connect 4
- New Student Orientation
- New Student Welcome
- Assessment Information and Preparation
- Summer Bridge and Basic Skills Pathways
- Summer STEP (Summer Transition Enrichment Program)

Interventions

- **Learning communities:** English Bridge, Math Bridge
- **Transfer pathways**
- **Honors Program and Classes**
- **Financial Aid and Scholarships**
 - Financial Literacy Seminar
 - Online scholarship application process
 - Outreach and training for scholarship application process
- **Support Services:**
 - Counseling: more online services
 - Health Services: expansion of mental health counseling
 - DSPS: expansion of services to Deaf and Hard of Hearing
 - EOPS/CARE, CalWORKs: soft skills/career readiness student training
 - ACES, Arise, Aspire: collaborative student learning cohorts
- **Veterans Resource Center**
 - Student Vets involved in program planning



New Initiatives

Specific Student Interventions

- **AB 540/Dream:** Staff worked with over 350 high school and Mt. SAC students on TheDream.US scholarship application
 - 6 high school winners \$12,500 each to attend Mt. SAC (La Puente, Los Altos, Baldwin Park, Nueva Vista, Pomona, Diamond Bar)
 - 2 Mt. SAC winners \$25,000 each to transfer
- **Foster Youth:** Initiation of outreach and involvement of Foster Youth in defining and developing specialized services
- **Men of Color:** Initiation of workgroup to study issues, develop strategies to enhance the involvement and success of Latino, African American and Pacific Islander male students.

- **STEM/TERC:** Development of new student-centered space to increase the development and enhance the success of STEM courses and major and Career Technical Education (CTE) courses and programs. Instructional support and counseling to be provided.
- **Equity Center:** Creation of permanent space to further develop services for Latino, African American, and Asian Pacific Islander students through the Dream Center, Aspire, and Arise.



FUNDING:

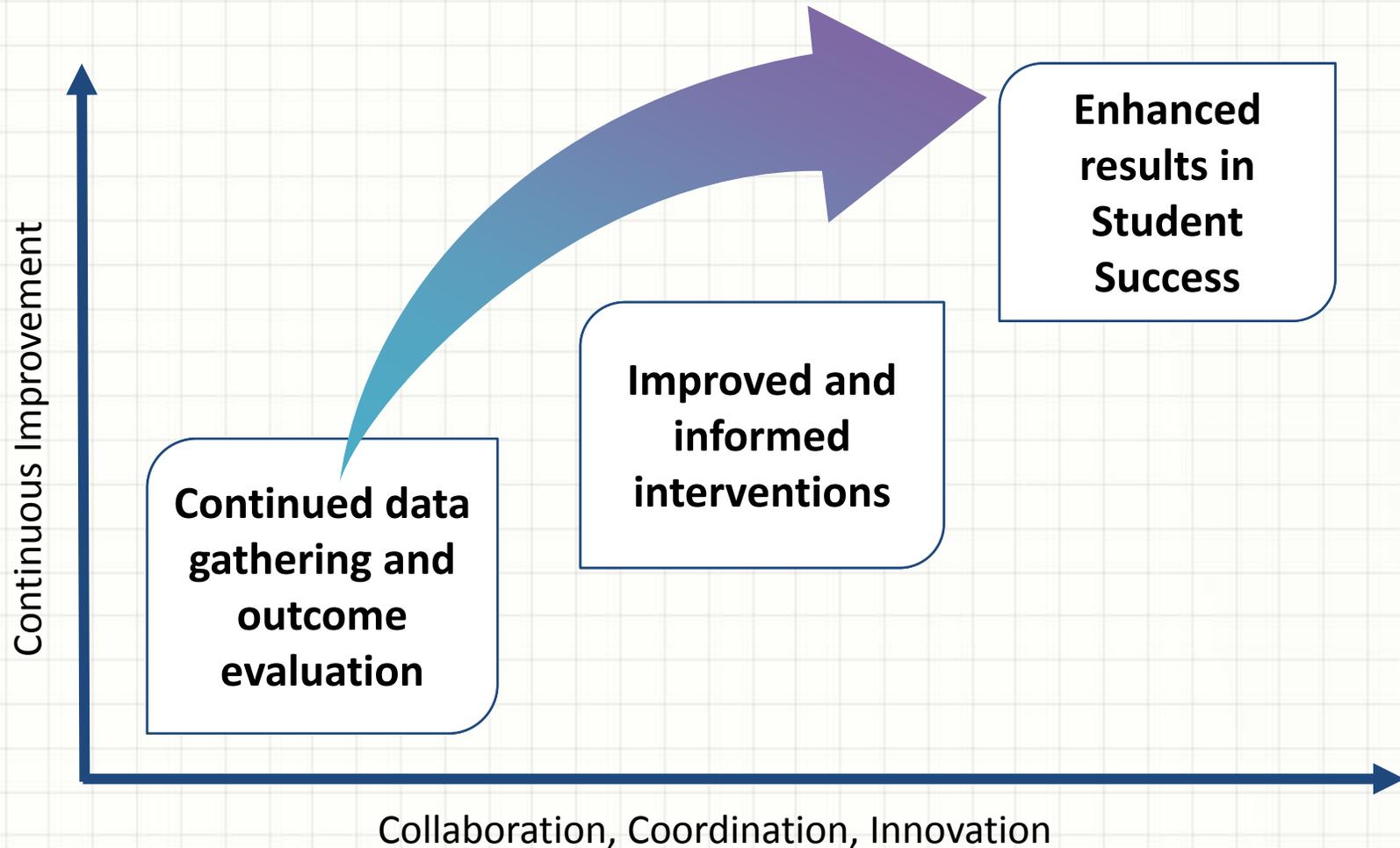
The Government
Budget
for SSSP
and
Student
Equity



Plan for Additional Funding

- Continued expansion of support services and learning interventions for populations defined in Student Equity Plan
- Enhanced professional development
- Outreach AND inreach to improve access to services for community members as well as existing students
- Potential new positions to address areas of additional focus – especially for targeted student populations (Veterans, Foster Youth, AB 540/Dream, Reentry)

Mt. SAC's Path to Student Success and Equity



President Obama America's Promise Proposal

Board of Trustees Study Session
February 7, 2015

Presented by Uyen Mai
Marketing & Communication

Unveiling America's Promise

- January 8, 2015 - Previewed the idea on YouTube.com
- January 9, 2015 - Unveiled the plan
- January 20, 2015 - State of the Union
- February 2, 2015 - Budget Proposal



Overview of the Proposal

- Evokes the spirit of past higher education reform: making high school accessible almost a century ago
- Make the first 2 years of college free for students who:
 - Attend community college at least half time
 - Maintain a 2.5 GPA
 - From families making less than \$200,000 a year

Community College Expectations

- Expected to offer programs that are
 - Academic programs that fully transfer to public 4-years
 - Occupational training programs with high graduation rates that lead to degrees and certificates that are in demand among employers.
- Colleges must adopt reforms to improve student outcomes
 - Must be evidence based
 - Ex. Accelerated Study in Associate Programs at City University of N.Y.

Why?

- Obama's "Middle Class Economics" related to higher ed
 - Improve access to education
 - Train workforce in critical fields
 - Expand technical training for middle class jobs
 - Drive performance and innovation in higher ed

How?

- Federal funding to cover $\frac{3}{4}$ of the average cost of community college
- States participating must...
 - Contribute the remaining cost of community college. States that charge students less may make smaller contributions
 - Must commit to continue investments in higher education
 - Coordinate high schools, community colleges and four-year institutions
 - Allocate significant portion of funding based on performance, not enrollment alone

2016 Budget Request

- 10 years, \$60 billion
 - 2016: \$41 million
 - 2017: \$951 million
 - 2018: \$2.4 billion
- New requirement: Students with a family income of \$200,000+ are barred from participating

Other players

- For-profit colleges. Expected loss of enrollment
- Private colleges. May undercut enrollment
- Public colleges. Concern over scarce funding

Enthusiasm

- Molly Corbett Broad, president of the American Council on Education: “A potential game changer that could encourage millions more students to consider, apply, and enroll in postsecondary education.”
- Morley Winograd, who leads the Campaign for Free College Tuition: It “would transform the nation’s higher-education system and help countless families make the American dream a reality for their children.”

Questions and Concerns

- Judah Bellin, Manhattan Institute: "It's not clear how simply making it easier for more students to attend these schools will improve outcomes."
- American Association of State Colleges and Universities: "A thorough examination must include whether such an allocation of limited federal financial resources focused on eliminating tuition at a subset of institutions for all students is the optimal strategy."

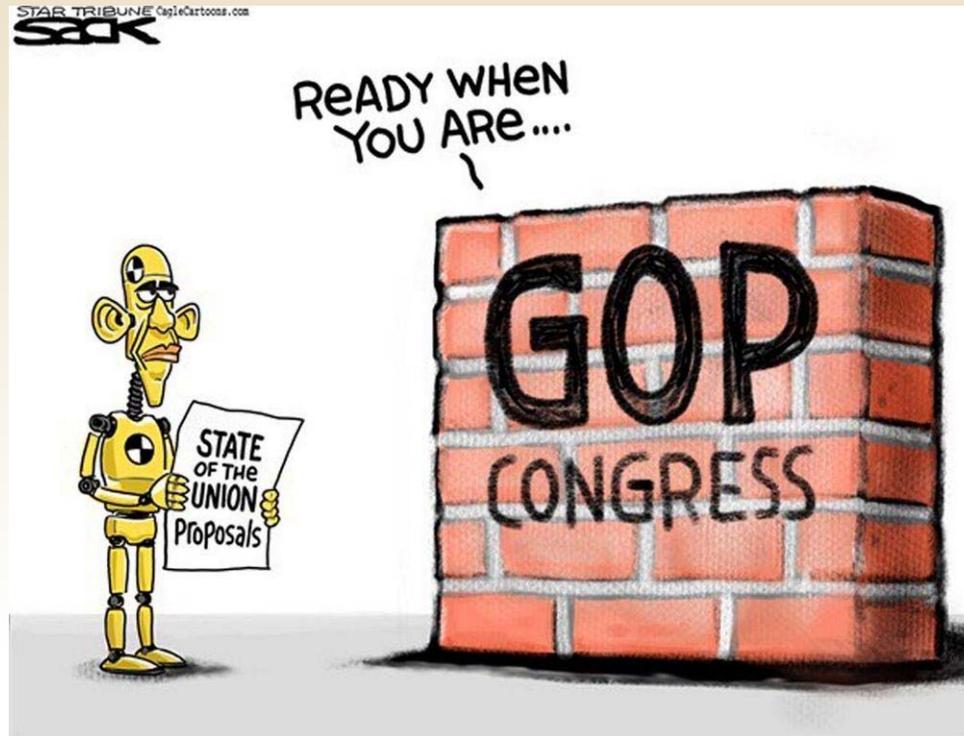
Criticism

- Institute for College Access and Success: “While well intentioned and politically popular, these plans are regressive and inefficient.”
- John Boehner: Taylor Swift GIFs for Obama

5. Still, 60 billion dollars is a lot of money...you can't just shake it off.



What's next?



MT. SAN ANTONIO COLLEGE
BOARD OF TRUSTEES SELF-EVALUATION

February 2015

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

Board Organization

Rating

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

Policy Role

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

Community Relations

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

Policy Direction

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

Board-CEO Relations

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

Rating

AAAABBB

AAAABBB

AAAAABB

AAAAAAB

Fiscal Oversight

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

Rating

AAAAAAB

AAAAABB

AAAABBB

Institutional Performance

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

AAAAAAA

AAAAABB

AAAAAAA

Board Leadership

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

AAAAAAA

AAAAABB

AAAAAAA

AAAAAAB

Advocating the College

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

AAAAAAA

A+AAAAAA

AAAAAAB

AAAAAAB

AAABBBB

Board Education

- Board members are engaged in a continuous process of training and development.
- The Board adequately studies issues prior to Board action.
- The information provided to the Board is appropriate and relevant.

AAAABBC

AAAAABB

AAAAABB-

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?

- Board is professional and collaborative with many years of educational and business experience that collectively helps strengthen the institution.
- They consistently engage their district communities as well as the Mt. SAC community.
- They embrace the mission and are enthusiastic about its students, faculty, and staff accomplishments while always mindful of institutional challenges.
- A majority of the Board members always demonstrates trust, respect, and support toward fellow Board members. A majority of the Board members maintains a good relationship with the community leaders, elected officials, and the general public.
- Experience with education and the District's communities.
- Diversity of its constituencies.
- Emotional commitment to Mt. SAC's success and reputation.
- Board members tend to work very well with other members in addressing issues before them, always showing consideration and respect. These relationships allow for the Board to deal more effectively with regard to pressing issues.
- Board members are diverse in many ways; but, for the most part, we respect each other's viewpoints and maintain professionalism. We are active in the community and use our positions within the community to reflect our pride in Mt. SAC and all its accomplishments. We are active to varying degrees in the activities in the activities within the campus as our time permits.
- The Board's greatest strengths include having many years of governance experience, knowledge, and history of the College and its programs, strong advocacy efforts in local and statewide issues, and a high level of collegiality and professionalism.
- Professionalism, respect, and smarts.

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

- Successfully negotiated labor union agreements.
- Continued to preserve and improve the fiscal stability of the institution.
- Continued to produce students and teams of accomplishment in academic and co-curricular areas.
- Dedicated the new Child Development Complex.
- The Board members were able to remain united during the "parking lot construction" controversy and acted professionally in dealing with Walnut City officials and its residents.
- Financial stability.
- Consideration of new programs – not accepting the status quo.
- Completion of new facilities and ground-breaking for new ones.
- National academic and athletic championships.
- Resumed growth in FTES.

- The Board, due to the nature of its leadership approach and involvement in the community, generally speaking, has contributed to the stability and positive ranking within the state as well as within the regional and local communities. The parking structure situation has hampered this, somewhat, so we'll see.
- Studying all aspects of the parking structure and listening to the concerns of neighbors of the College regarding the parking structure. Responding to requests for study of a new location for the parking structure and, hopefully, making a final decision that takes into account our responsibilities to our students' priorities and our responsibility to ALL the taxpayers of the Mt. SAC District.
- Opening of our child care building.
- Ground-breaking events for our disabled/veterans center and food court.
- Fiscal solvency.
- Continued progress of bond projects.
- Many more athletic championships.
- Successfully weathered tough storms (including, but not limited to, the controversy about my former office, and Walnut's ongoing opposition to the parking garage), while maintaining excellent services and staying in front of everything coming down the road.

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

- Anticipate potential sensitive issues and ask that the College be more prepared to publicly address them.
- Be more mindful about construction projects and request CEO to update and share his plans regarding campus construction diligently.
- Support for Mt. SAC Foundation efforts.
- The Board could consider more closely those big issues. The balance between micro and macro involvement should be reviewed, just to ensure that that balance is at an appropriate level.
- Attend student-sponsored events, whenever possible.
- Support our Foundation Board in their efforts to raise funds for our students and the institution.
- There is a stronger need to improve communication with community members, particularly the Walnut residents and city council members who oppose the parking structure.
- I need to attend more trainings so I can better stay in front of what's coming down the road and provide more valuable input.

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

- Mt. SAC being a state leader in new initiatives such as the Student Success program.
- Keeping strong fiscal reserves as a hedge for challenging state budgets.
- Mt. SAC's commitment to consistently maintain an atmosphere of excellence in student academic accomplishments, faculty quality, staff dedication, athletic and other extracurricular dominance, and community morale.
- Maintaining an outstanding reputation in the communities we serve.

- Awards and achievements (both academic and sports) by the students, faculty, and staff.
- The collegial nature of our Board.
- The College's continued success and growth.
- High national and state reputation.
- Student accomplishments.
- Certainly, we should not be pleased with neither the parking structure situation, nor the student housing debate. How all this is resolved remains in the future.
- The continuous success of Mt. SAC's academic and athletic success and the success of all of our College teams – Forensic, Choral Music, Instrumental groups, etc.
- Our great faculty and outstanding reputation as a great community college which extends throughout the state.
- The growth of enrollment this year.
- Fiscal stability.
- Our Visual and performing arts programs continue to shine.
- Athletic accomplishments.
- Our Student Equity Plan.
- The Board's professionalism, respect, and smarts.

5. As a Trustee, I have concerns about:

- Not having a more vigorous crisis communications plan when dealing with community issues.
- The process regarding the campus master building plan especially the proposed student housing complex so the trustees, faculty and staff are fully informed and involved as appropriate in establishing a vision, strategy and direction for the campus.
- Unable to complete Measure RR projects.
- The execution and planning of Measure RR construction.
- The working relationship with the City of Walnut.
- The cost of retirement programs.
- Coping with student and employee parking and traffic.
- Friction with City of Walnut leadership.
- Getting out to the general public knowledge of Mt. SAC's successes.
- Completion rates, which will be addressed by the Student Success and Equity programs.
- Publicity for all our successes and accomplishments at Mt. SAC.
- Parking for our students and staff.
- STRS percentage increases and how this will impact our budget.
- How we will rebuild relationships with Walnut residents and council.
- I'm concerned about the possible repercussions if this goes to litigation.

- It's great to see that the Board and College have a close relationship with some communities in the Mt. SAC District, but it would be better if we were well connected with all the communities in the Mt. SAC District.
- No everyone and all communities in the Mt. SAC District know about Mt. SAC's great qualities, what we have to offer to students, and some don't even know they live in the Mt. SAC District.

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

- Play a more active role in providing input for a crisis communications strategy.
- Set a system to enhance CEO's report to the Board in more detailed fashion relating to bond construction projects and major campus decisions.
- I believe that there are some changes along the lines discussed above (re: micro/macro balance).
- Increased communication regarding new proposals, even as they are in the early development stages.
- We operate well as a Board and need to continue to communicate with each other as long as there is no Brown Act violation.
- We must also continue to stand by our decisions during contentious votes.
- I wouldn't mind having more than one meeting a month; perhaps a special meeting when we have a lot of business to cover so our meeting won't run so late. After several hours, my focus and thinking are not as sharp. But, since it's difficult to coordinate 7+ schedules, I'm fine if this does not happen.

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

- Advocate for a clear strategy and plan to utilize the anticipated additional state funding.
- We continue to wisely use our fiscal reserves even in a more favorable budget climate.
- Successful labor negotiations.
- Resolve the issues with the City of Walnut and rebuild the positive working relationship.
- Learn more about CEO's plan regarding:
 - Solar Farm
 - Student Housing
 - Others, if any
- Increasing support for the Mt. SAC Foundation.
- Resolving the future plans for a new parking structure.
- Growing FTES sufficient to capture all available growth money.
- Adding as many new faculty as possible.
- Support the CEO and college constituents in seeing that the Student Success Initiative continued to be implemented successfully.
- Resolve the parking structure issue.
- Greater outreach to local legislators and the new member of the Board of Supervisors.
- Make the local school boards' dinner an important priority as we continue to work with our K-12 partners.

- Maintain fiscal stability.
- Improve relationship with our neighbors.
- Examine course offering and ensure they are meeting the demands of the workplace so our students are able to join the workforce.
- Continue to address equity and access so all of our students have the resources and opportunities they need to be successful.
- When we're in the community, remember to mention at least one of our many great qualities so the word will get around.