



President's Cabinet Action Notes

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



May 6, 2014

George Bradshaw substituted for Audrey Yamagata-Noji, Terri Long substituted for Irene Malmgren, and Mike Gregoryk was attending a conference.

1. SB 1456, the Student Success Act of 2012, as enacted through [Title 5 Section 58108](#), specifies that registration priority only be granted to students who have who have completed orientation and assessment and developed student education plans. The regs are effective with registration for Fall 2014. Mt. SAC will begin this implementation Summer 2014 to get the bugs out. We currently mandate orientation for priority registration, so the priority registration process is being augmented to also require assessment and education plans for students to earn registration priority. As with orientation, implementation consists of holds placed on students who do not have the required components, and these holds are released after all priority registration dates have passed, that is, students have access to registration at the end of the priority process. [The flow chart of the process is attached](#). Cabinet discussed implementation of the technology that supports this work and noted that completion is imminent—especially important as summer registration is approaching on May 14th.
2. Terri briefed Cabinet on negotiations with the Faculty Association. Cabinet gave direction on issues including reassigned time, the professional development increment, department chair compensation, and the reconstitution of the Calendar Committee.
3. This January, Governor Brown proposed a \$50 million Higher Education Innovation Fund that would be focused on UC, CSU, and CCC projects that would improve baccalaureate degree completion. ([See Board Report of 1/16/14 for a summary](#).) Bill reported that he has joined a group of advocates for this fund who are lobbying the Legislature to approve the Governor's proposal. This group includes leaders of CSU and CCC campuses, former state and federal education department officials, education lobbyists, and private foundation directors.
4. Cabinet reviewed modifications to AP 4255, Dismissal and Readmission ([attached](#)). These modifications are based on recent changes in Title 5. Cabinet referred AP 4255 to Student Services for review and recommendations integrating current practice into language proposed by CCLC.
5. Cabinet reviewed the Report from Academic Senate Best Practices for Student Feedback Taskforce ([attached](#)). We were particularly impressed by the suggestions relative to Midterm Progress Reports. Irene and Audrey discussed this resolution with Dan Smith and Jeff Archibald at their recent AMAC meeting, providing additional direction as well as updates on specific recommendations already in progress. Most importantly will be the

work of the Early Alert Task Force and the work from IT on a student “checklist” process. Additionally, many of the activities underway through Student Services and the Title V grant as well as activities to be included in the SSSP Plan and the Student Equity Plan will address many of the points in this report. The Senate has its own recommendations regarding syllabi. Irene and Audrey will continue the discussion on implementing recommendations in the Student Feedback Taskforce Report at future AMAC meetings.

6. Cabinet reviewed the Academic Senate action on the Credit to Fee Based Form ([attached](#)) and found no issues. Irene will pursue implementation.
7. Cabinet reviewed the Reading Task Force Report and Recommendations ([attached](#)) as well as the Academic Senate Resolution, *Support for Early Reading Placement Testing with use of Multiple Measures* ([attached](#)).
 - Regarding assessment and placement in Reading courses using the Degrees of Reading Power (DRP) and the recommendations of the Task Force and in the Resolution, Cabinet has no reservations other than that students should be able to repeat the test as is done for other assessments. Certainly, multiple measures should be in place and implemented with technology.
 - Barbara McNeice-Stallard provided background on the DRP ([attached](#)) including history of the test and the current cut scores, 65 for eligibility for READ 100. A list of DRP scores for text used in a variety of our classes is [attached](#).
 - Regarding use of the Reading Competency Test, Cabinet continues to be concerned that, as mentioned in Barbara’s memo cited above, this test has not gone through content and cut score validations. Cabinet recommends that the Reading Competency Test be validated as a locally managed assessment instrument.
 - Regarding the Task Force recommendations on meeting the reading competency requirement for the associate degree, more discussion is needed. Would not passing English 1A establish reading competency for the associate degree? Is this not the underlying course competency related to accepting an associate degree from another college? This seems especially the case since many community colleges accept English 1A as reading competency. Task Force recommendations for the Mt. SAC associate degree reading competency:
 - 1) Demonstrating eligibility for READ 100, or
 - 2) Completing READ 90 (for native English speakers) or AMLA 33R (for non-native English speakers) or READ 100, or
 - 3) Passing the “Reading Competency Test” developed by READ faculty, or
 - 4) Having an associate degree or higher from a regionally accredited institution.
8. Cabinet reviewed the Faculty Association’s Recommendations on Commencement. See the [attached responses](#).
9. Based on a recent conversation with Academic Senate President Dan Smith, Bill indicated that the college will follow the Senate’s recommendation to “create and disseminate to the campus a study on the potential impacts of an International English Language Training Program and/or a significantly increased number of international students with regard to other college areas and programs.” (Quoted from [Academic Senate Resolution 2013-13](#).)
10. James reported that progress is being made on both updating the college Equal Employment Opportunity Plan and our hiring processes based on [newly enacted Title 5 regulations](#). In spite of a short delay in finalizing the membership of the [Campus Equity and Diversity Committee](#), good progress was made in the meeting this past Monday, and an

initial draft of the EEO Plan revisions was reviewed. Cynthia Hoover, Director of Human Resources Operations & Employee Services, and Lorraine Jones, Director of Equal Employment Opportunity (EEO) Programs, have already begun presenting screening committee training on the new Title 5 regulations. Overall, the implementation plan outlined in March ([attached](#)) is working well.

11. James shared an updated list of Requests to Fill in Process ([attached](#)) for Cabinet review and comment.
12. James updated Cabinet on improvements on classified work schedule record keeping, changes, and approvals ([attached](#)).
13. Cabinet agreed to proceed with the AdTaxi marketing campaign (which we are branding as the [Mt. SAC Advantage](#)) given that the Instruction Team has updated the “landing page” links to programs and courses. (See the updated www.mtsac.edu/instruction.) Irene will work with CB to implement the AdTaxi campaign.
14. Items for future agendas (items for the **next** Cabinet meeting are shown in **BOLD**):
 - a. Degree Works Phase 2: Auto-Award, etc. (**Audrey, 5/13**)
 - b. Emergency Response Plan Implementation (Mark DiMaggio & Karen Saldana, 5/20)
 - c. International Student Initiative (Audrey & Irene, 6/10)
 - d. Adult Ed Partnerships (Irene & Donna, 5/27)
 - e. Executive Information System (**Vic, Daniel & Irene, 5/13**)
 - f. New Reading Competency Assessment (Audrey, 5/27)
 - g. Improvements in Request to Fill Process and Form (James, 6/10)
 - h. Update on shift differential (James, 6/10)
 - i. Room utilization data (**Mike, Irene, 5/13**)
 - j. AP 4255, Dismissal and Readmission (Audrey, 5/27)
 - k. Implementing Student Feedback Report (Irene, Audrey, 5/27)
 - l. EEO Plan and Hiring Process Changes (James, 5/27)