



June 18, 2018

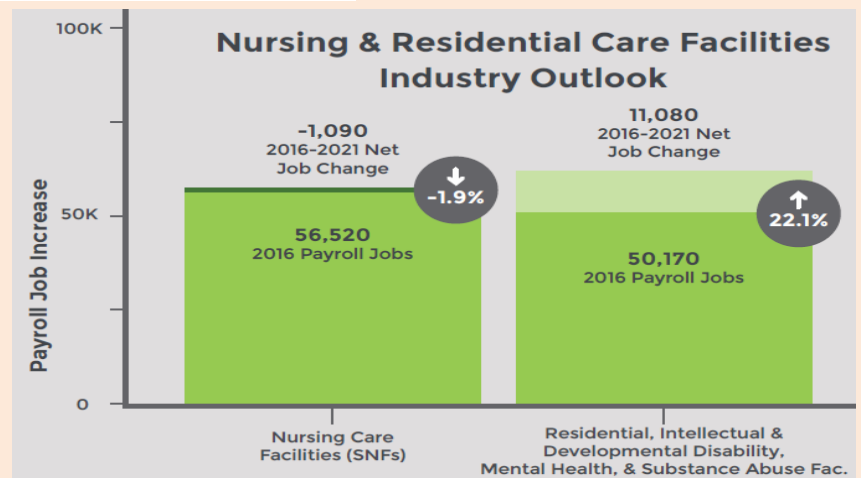
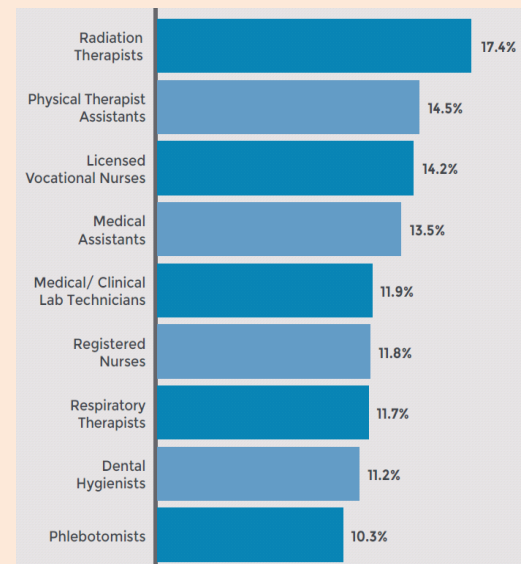
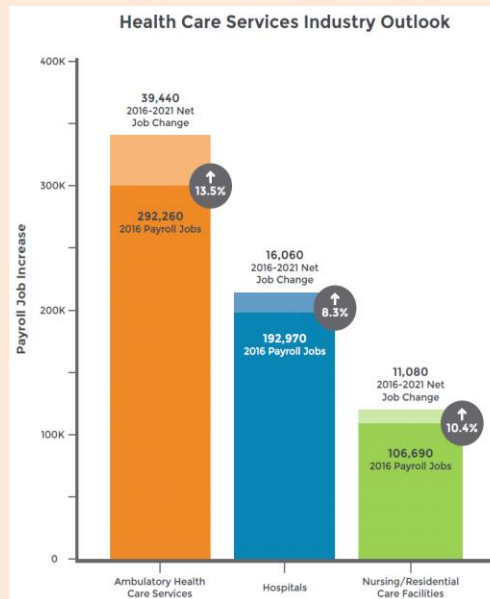
**Madelyn Arballo attended for Irene Malmgren
Doug Jensen attended for Mike Gregoryk**

1. Cabinet reviewed and discussed the following information items:
 - a. Public Agenda ([link](#)) has published *A Major Step—What Adults Without Degrees Say About Going (Back) to College* ([attached](#)) exploring perspectives of adults who are considering going to college—or back to college—to get a degree or certificate. Six of the major findings:
 - 1) Their primary motivation is to improve their career prospects.
 - 2) Taking on debt and balancing their studies with work and family are their top concerns.
 - 3) They expect expenses to become more difficult to afford when they start college, and few expect financial help from family, friends or employers.
 - 4) Most expect completion to be difficult including attending part-time and transferring. A third are unsure of what they want to study.
 - 5) Top priorities in choosing a college are high-quality teachers, affordability, and gaining workplace skills.
 - 6) Most are confident they will choose the right school; many are overlooking important information that experts think could help them do so.
 - b. ACCJC has announced its recent actions on institutions ([attached](#)). No sanctions were given.
 - c. Stadium construction is making progress. See the [attached](#) overlay showing west stadium progress compared to an overlay of the final structure outline.
2. Following conference committee action reported last week, the 2018-19 state budget has been approved by the Legislature ([update attached](#)) and awaits the governor's signature. Much of the budget implementation details will be in budget trailer bills none of which have been completed or approved.
3. Republican Congressional Representative Ed Royce has responded ([letter attached](#)) to my recent letter asking for his support of the DREAM Act. He says in part (regarding DACA recipients):

Congress should act now to provide a permanent, legislative solution that gives certainty to these recipients. We should not deny residence to those who have only known America as their home, and positively contributed to this great country.
4. Education Insights Center ([link](#)) has published *Hunger for Information-CA Options to Meet Education Data Needs* ([attached](#)). Some quotes from the paper:
 - Each of the systemwide offices of the state's four systems of public education has a rich student data system. However, the data are disconnected and generally inaccessible for addressing the information needs of policymakers and education leaders.
 - Some Critical Questions California Cannot Answer (partial list from the 9 in the paper):
 - Which high school graduates from which schools are prepared to succeed in college?
 - How many high school graduates meet eligibility requirements for admission to CSU/UC, but do not apply, and what happens to them?
 - How do all of these outcomes (and others) vary by students' race/ethnicity, income level, region of the state, or other important factors?
 - Policy Criteria to Assist in Considering Statewide Longitudinal Data System (the paper explains each of these):
 - 1) Public Good, 2) Data Security, 3) Data Quality, 4) Cost and Time, 5) Technical Feasibility, 6) Political Feasibility, 7) Sustainability.
5. We came across a nice presentation ([attached](#)) by East Los Angeles College on its Technology and Logistics Program.

6. The Center for Competitive Workforce ([link](#))—our regional partner on the Strong Workforce Program, has issued a Health Care Labor Market Report ([attached](#)).

- Overall, 125,210 total job openings will be created in the healthcare industry in the Los Angeles Basin over the next five years, of which an estimated 58,630 will be replacement workers—see left chart.
- Middle skill occupations are among the fastest growing—see right chart.
- Technological advances, changes in legislation that impact the delivery of services, and staffing shortages in the industry result in new and emerging roles for existing occupations and in the creation of completely new occupations.
- The report continues with analysis of specific occupations and industries. See an example in the chart to the right.



7. In talking to hospital executives in our area, one of the major needs is for Medical and Clinical Laboratory Techs—jobs that require baccalaureate degrees (CSULA and CSUDH have the BS). Mt. SAC has the needed lower division courses (the only CCC in LA County to do so except College of the Canyons). So we asked our Lori Sanchez for labor market information on that occupation ([attached](#)). The data shows 122 NEW jobs in LA and San Bernardino Counties over the next five years. Adding replacements, the average annual job openings are projected as 99. Looks like a transfer program that could be expanded!
8. As reported in Cabinet Notes last week, the new K-12 Strong Workforce Program will be supported with \$164 million of community college dollars for the program along with ongoing \$150 million in CDE funds under the Career Technical Education Incentive Grant program. Of the \$164 million, \$150M is for K-12 SWP Regional Projects, \$12M is for community college staff, and \$2M is for regional consortia staffing. An [update is attached](#) along with an [attached slide deck](#) with more detailed information.
9. Carnegie Math Pathways (now run by WestEd-[link](#)) has been a partner with Mt. SAC in establishing the Statway system of teaching statistics (Math 70S and 110S at Mt. SAC). The program has gradually been expanding with 23 California colleges offering this curriculum by Fall 2018. WestEd now has a five-year NSF grant, *Scaling Up through Networked Improvement* ([SUNI](#)), focused on supporting institutional scaling and expansion of the Pathways. Mt. SAC has been asked to be part of the project ([letter attached](#)) and has accepted that offer.
10. Cabinet was joined by Adrienne Price who presented the Grants Office Quarterly Report ([attached](#)).

11. The RP Group has reported the results of its Multiple Measures Implementation Survey for Spring 2018 (attached are a [summary](#) and the [full report](#)). Note that the Multiple Measures Assessment Project ([link](#)) was established under the Common Assessment Project (terminated last year) and was charged with improving the assessment test plus high school performance placement system. This method is being replaced by the requirements of AB 705 which require placement with high school performance data. Selected results:

- Approximately 87% (54 of 62) of colleges have **begun** to adapt their assessment and placement systems to meet AB 705 requirements.
- About half of respondents are using self-reported high school transcript data collected locally, about 40% are using self-reported transcript data collected via CCCApply, and over a quarter are using CalPass Plus data, while around 20% require students to bring in their official transcripts.
- Just 24 have the processes **in place** to start placing students.

Note that our students enrolling for Fall 2018 are using high school performance to place in English and Math. (See AQ Process described next.) Basic elements of the placement process are described below.

Premise for English Placement	Premise for Math Placement
<ul style="list-style-type: none"> • Three years of a student’s U.S. high school enrollment in non-ESL English classes based primarily on the student’s cumulative GPA. • Highest placement occurs with a 2.6 cum GPA or higher. • Minimum cum GPA is 1.7 to be considered for placement based on cum GPA. • Consideration of a slightly lower cumulative GPA if the student’s grade in non-ESL 12th grade English with a “B” grade or higher. • Students can also increase enrollment level to English 1A if they enroll in a co-requisite class (English 80 or 68). 	<ul style="list-style-type: none"> • Use of a “sliding scale” that balances cumulative, unweighted high school GPA with last math course passed with a “C” or better. • Students with GPAs between 2.0 and 2.7 can be placed in Elementary Algebra and Pre-Algebra without consideration of high school math course and grade in high school math course. • GPA range from 2.8 to 3.6 or higher plus current course enrollment of “C” or better makes students eligible to place into Intermediate Algebra at the low end and Calculus at the high end.

12. To implement the multiple measures placement system, Mt. SAC has established an online Assessment Questionnaire or AQ ([link](#)). The AQ asks students to self-report their high school performance and uses their answers, and the math and English placement rubrics, to establish which course students should take. [Recent results of the AQ placement process are attached.](#)

- Note that 60% of the 4,180 first time students have taken the AQ.
- 91% of students using the AQ have placed in English !A—57% without the coreq and 24% with the coreq.
- This represents an amazing increase: only 3% placed in English 1A in 2010 and only 22% in 2017.
- 41% have placed in transfer math (100 level) with 12% in 71, 19% in 51 or 70S, and 13% in 50.
- These math placements are up from 18%/17%/9%/50% in 2010 and 18%/19%/9%/47% in 2017.

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

- Update on Multiple Measures Placement Workgroup (Audrey & Irene, 7/17)

14. Quarterly Reports to Cabinet

- Emergency Response Plan Quarterly Report (Mike Williams & Melonee Cruse, 8/7)
- Building 26A 2nd Floor Classroom Pilot Project (Mika, 9/11)
- Faculty Position Control Quarterly Report (Irene & Rosa, 7/3)
- Timely Employee Evaluations & Quarterly Cabinet Review (All, 9/11)
- Construction Project/Scheduled Maintenance Quarterly Report (Gary, 7/24)
- IT Projects Quarterly Report (Dale, 8/21)
- Grants Quarterly Update (Irene & Adrienne, 9/18)
- Dual Enrollment Offerings at Local High Schools (Joumana & Francisco, 8/7)
- International Student Update (Audrey & Darren, 9/18)
- Student Support System Work Group (Dale, Barbara, Joumana, Madelyn, Tom, Francisco, Eric, 8/21)