President's Cabinet Action Notes

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March 19, 2019

1. Cabinet reviewed and discussed the following information items:

    a. The Chancellor's Office has published its AB 705 Survey Results (attached) with 104 of 114 colleges responding in Fall 2018. Results indicate massive reduction in English and Math basic skills course offerings. Of course, mandatory placement based on high school performance is very widely practiced. Guided self-placement for those without sufficient high school performance is just getting started—at only about 1 of 4 colleges. Corequisite support courses are in place in 3 of 4 colleges but are offered in various ways. Implementing AB 705 for credit ESL courses is generally just in the planning stages.

    b. On AB 19 Promise, the Chancellor's Office 16 page presentation (attached) has a variety of data and information.
    - Only 30 colleges provide direct assistance to low-income students (like Mt. SAC). The rest give fee waivers.
    - CCCCO expenditure reports will use two codes: fee waivers and direct assistance.
    - The slide deck has a nice chart on Total Cost of California Community Colleges.
    - Financial Aid is 46% Promise, 21% Pell, 5% Cal Grants, 0.5% Success Completion Grants.
    - A brief summary is included on SB 291 (Leyva) covering all need with "last dollar" funds.

Textbooks	$1.791
Transportation	$1.242
Room and Board	$12.492
Personal/Misc.	$2.916
SUBTOTAL	$18.441
Tuition ($46 Unit)	$1.380
TOTAL	$19,821

    c. The Community College League has an excellent web Site (link) on Affordability, Food, and Housing Access and the work of the CCLC Taskforce. Included is a fact sheet and taskforce recommendations.

    d. On March 14th, Chancellor Oakley announced (attached) a "realignment" of vice chancellor responsibilities to combine academic and student services into an Educational and Services Unit with a new Executive Vice Chancellor whose direct reports include Vice Chancellor Alice Perez (for Administration, Curriculum and Intersegmental Support) and Vice Chancellor Rhonda Mohr (Categoricals, SEA, Financial Aid).

    e. On March 18th, Chancellor Oakley announced (attached) Marty Alvarado as Executive Vice Chancellor of Educational Services and Support. The press release is vague about her background. Here is a bit more:
    - From her bio at Jobs for the Future (attached), she "provides support to regions scaling up Linked Learning and to California Career Pathways Trust grantees." As you may know, these are one-time, competitive grants from the California Department of Education (link). Their purpose is "expanding career pathway programs in grades nine through fourteen." So Alvarado worked for JFF in facilitating CTE pathways from high school to community college.
    - From LinkedIn, she was at Long Beach City College for 11 years: Director of Workforce Development (K-12 pathways), 2013-15; Director of Institutional Resource Development, 2008-12; and CalWORKs Manager, 2004-08
    - Ms. Alvarado has an MA in Philosophy/Cultural Analysis from University of Amsterdam in 2004 and a BA in Philosophy from Whittier College in 1999. She also is a California Guided Pathways Coach.
    - A 2017 interview (attached) shows her skill at speaking "educationease," that is, big words, vague meaning. A Quote:
        Marty: One thing I'll add is the importance of creating and identifying value propositions for each region to work in an equitable way. There needs to be diverse, cross-sector leadership at the decision-making table in each region. I think that requires leaders to emerge at different points in time across the work and in conversations that occur at multiple levels. We've seen the benefits of this, particularly as regional leaders work through value-propositions and identity for their regional networks. The workforce and economic development partners have pushed back on the established education-oriented assumptions, and have really forced conversations around what career pathways mean....

    f. First National Convening of the Presidents' Alliance Leading on Immigration will be held on Monday, April 1st, in Washington D.C. The event (attached) is in partnership with THEDREAM.US (link) hence my attendance. I will be in D.C. attending the Hispanic Association of Colleges and Universities (HACU) Cubital Forum (link).

    g. In a video conversation (link) Governor's Chief of Staff Ann O'Leary identified the "cost crisis" in California as one of the main challenges that Governor Newsom plans to address. "By 'cost crisis,' I mean how do we make sure that people in California can have affordability and the opportunity to really take advantage of the California dream? They're not able to afford homes, they're not able to afford child care, and they're not able to pay for college for their children."

    h. LA Times reports (article attached) "workers suddenly have more power to demand higher pay and better jobs." Wages grew 3.4% in the past year, well above inflation, suggesting that employers are hustling to attract and retain workers. Unemployment fell to 3.8% in February, a level many economists regard as "full employment.

i. The Community College League has an excellent web Site ([link](#)) on Affordability, Food, and Housing Access and the work of the CCLC Taskforce. Included is a fact sheet and taskforce recommendations.

j. A greater use of online courses in higher education could end up widening inequalities, rather than narrowing them, according to a new report, "The Promises and Limits of Online Higher Education" ([attached](#)). For example, among African American students at California Community Colleges, the average gap in course completion compared with white students was 13% for face-to-face courses and 18% for online courses. Also, rather than being a low-cost alternative to face-to-face degrees, online courses actually cost more to develop and run. For example, data from the University of North Carolina suggests that the average cost of developing an online course is $5,387, 6% higher than the average for a campus course of $5,103, largely due to the cost of staff or consultants to assist faculty. The cost of delivering an online course is $17,564, higher than the $16,433 average for a campus course, due to the software and hardware required.

2. Later this month, the Academic Senate will consider action on the Senate's Textbook Task Force final report ([attached](#)) and supporting documents ([attached](#)). Recommendations:
   1) Publish and promote the revised college textbook affordability guidelines
   2) Publish and promote the Textbook Adoption Roadmap.
   3) Encourage faculty to publish their materials at both the bookstore and off-campus places such as Day & Nite.
   4) Create a textbook committee that includes faculty, bookstore representatives and students to address ongoing issues
   5) Request the bookstore to publish policies on their website on textbook availability, buyback, and rental information.
   6) Provide professional development opportunities to faculty concerning financial aid and textbooks
   7) Create a college-wide Open Education Resources (OER) committee to develop an OER plan including, but not limited to, goals, funding, support, training, and other low- or no-cost resources that may be available

3. The Public Policy Institute of California has published "Coordinating California's Higher Education System" ([attached](#)) that address the hot topic of reestablishing a state body to oversee and coordinate California's education sectors: K-12, community colleges, and public and private colleges and universities. Quotes:
   - CPEC's history ([link](#)) suggests that a divided board hampered by lack of clear goals could not meet policymakers' needs.
   - The best option, in our view, is an entity that operates independently and advises both the governor and the legislature.
   - Because the state budget is a product of many important policy decisions, the entity's role in fiscal policymaking is key to its overall influence. The legislature empowered CPEC by inviting its staff to comment during hearings on higher ed fiscal issues.
   - Leading the process of updating the higher education plan would be an important task for a new coordinating entity—as opposed to creating a master plan that integrates the individual segmental plans.
   - Making the council the steward of education data in California would ensure access to information on outcomes the entity would need to advocate for state higher education goals.
   - An entity with public members would have an overarching perspective of student the state needs, not those of the segments.
   - Give the governor appointing power for all council members but require the approval of the senate.

4. Academic Senate Resolution 19-01 ([attached](#)) is on auto-awarding degrees. College actions are supportive of the principles articulated in the whereas and resolved statements, with a broader view of student consent, especially for those who have separated from the college without petitioning for an earned degree.
   - The college is identifying students who are within a course or two of completing a degree and is encouraging those students to enroll in the needed courses.
   - The college is encouraging students to keep their declared major current by sending notifications upon login.
   - For current students, degree audits identify students eligible for an award in their major, sends notification of their eligibility, recommends seeing a counselor, and awards such degrees upon counselor-added student assent. Cabinet will assure that such a process will be firmly in place for auto awards to current students.
   - For students not active for five years (the financial aid limit), degree audits identify and award degrees in their declared major. For students gone five years and students who have transferred, degrees are awarded in their related transfer major. Financial aid eligibility is thus considered and student choice of major honored.

5. Cabinet reviewed "Community of Practice" meetings in English ([attached](#)) and Math ([attached](#)). Cabinet commends the faculty of the English and Math departments and the leaders who designed and delivered the content, particularly for the depth, scope, and academic rigor of the topics covered.

6. The Academic Senate for California Community Colleges has written a letter ([attached](#)), signed by ASCCC President John Stanskas, on revising the Student Centered Funding Formula. The letter begins with outright opposition to performance funding and then makes recommendations if SCFF is to be retained. Quotes;
   - The Academic Senate for California Community Colleges (ASCCC) has a well-established position opposing performance-based funding based on the lack of evidence for its effectiveness, the potential impact on academic rigor, and concerns regarding the incentives it creates.
   - That said, if the state wishes to continue performance-based funding, the ASCCC has three requests to improve the formula:
     1) Level the point system for associate degree awards so that all educational goals and achievements of comparable unit values are counted equally.
     2) Award colleges only once per year per student for the highest award achieved as a means of prioritizing per-student success, as opposed to incentivizing maximizing awards more generally.
     3) Keep the performance metric portion set at 10% of the total allocation to ensure funding stability and to support college exploration of how best to serve students.

7. Basic Skills Carryover funding will be exhausted in 2019-20. The Basic Skills Coordinating Committee, co-chaired by English Professor Michelle Dougherty, and Associate Vice President Madelyn Arballo, is recommending the following to Student Preparation and Success Council ([fuller description attached](#)).
   - $500K for permanent salaries
   - $760K for Academic Support Centers
   - $110K for Professional Development and Curriculum Development
   - $120K for English and Math Communities of Practice

8. Adrienne Price, Director of Grants, presented the Grants Quarterly Update ([attached](#)). A few points discussed:
   - Upcoming application for College and Career Bridge Program -- Los Angeles County Department of Health Services targets the formerly incarcerated. This is an important population for Mt. SAC to serve—and an unusual source of LA County funds.
   - Upcoming application for Title V: Developing Hispanic-Serving Institutions—U.S. Department of Education. This grant should be released later this spring. The Secretary of Education has articulated eleven priorities

9. Abe Ali presented a draft "Background Check and Live Scan Frequently Asked Questions" document. Cabinet suggested chances as handwritten on the [attached draft](#).

10. CalSTRS has done a compliance review ([attached](#)) of unused sick leave reported for Mt. SAC employees for retiree service credit. We are to provide a written response by March 25.
    1) Under reported unused sick leave days and over reported excess sick leave days, specifically, sick leave, days accrued from part-time/intersession assignments.
    2) Reported approximately 217 instead of 228 unused basic sick leave days.
    3) Under reported approximately 11 unused basic sick leave days.
    4) Converted vacation hours to excess sick leave days for one retired member.
    5) Converting of vacation days to excess sick leave days doesn't meet the definition of excess sick leave days per the Teachers' Retirement Law.

11. Ginny Burley provided notes the discussion of the Cap Load Ratio by Instruction Team ([attached](#)) along with a Facilities General Lecture Space Utilization Survey Data ([attached](#)). Cabinet will discuss the Instruction Team analysis and the Facilities Data at the April 9th Cabinet meeting.

12. Items for future agendas (items for the next Cabinet meeting are shown in BOLD:
    a. AP 4225—Course Repetition and Withdrawals and Catalog pages on Grading Symbols (Audrey, 4/15)

b. Update on Multiple Measures Placement Workgroup (Audrey, Joumana & Team, 4/15)
b. Revisions to AP 5200 Student Health Services (Audrey, 4/30)
c. Independent Contractor Prequalification and Written Agreement (Abe, 4/15)
d. Review of Holds Placed on Student Registration (Workgroup: Joumana, Tom, Doug, 4/15)
e. Student Centered Funding Formula—Continued Follow Up
   A. Tracking Students in Support Cohorts (Student Support Workgroup (Dale, Antonio, Barbara, 5/7)
   B. Noncredit Support of SCFF & Multiple Measures (**Madelyn, 3/26**)
   C. Implementing SCFF Research Agenda and Data Reporting/Analytics (Barbara, 6/18)
   D. Auto Award/Near Completion/Selection of Major (Audrey, George, Francisco, Dale, 4/30)
   E. Auto Award counselor-aided student assent system (Audrey, George, Francisco, Dale, 4/30)
   F. *EAB Navigate* Schedule Building & Data Analytics (Student Support Workgroup--Dale, 4/30)
   G. Increasing Financial Aid Awards: *ProVerify* software and Case Management (Audrey, Chau, Dale, 4/30)

13. Quarterly Reports to Cabinet
   a. Emergency Response Plan Quarterly Report (**Duetta & Melonee, 3/26**)
   b. Room Utilization/Capacity-Load Ratio Project (Mika, Joumana, Kevin Owen, 4/9)
   c. Faculty Position Control Quarterly Report (Joumana & Rosa, 4/15)
   d. Construction Project/Scheduled Maintenance Quarterly Report (Gary, 4/9)
   e. IT Projects Quarterly Report (Dale, 6/18)
   f. Grants Quarterly Update (Adrienne, 6/18)
   g. Dual Enrollment Offerings at Local High Schools Quarterly Report(Joumana, Joel & Francisco, 5/21)
   h. International Student Quarterly Update (**Audrey & Darren, 4/3**)
   i. Academic Support Alignment Project Quarterly Report (Madelyn, Meghan, 4/23)