

5. The EAB Navigate student referral campaign is well underway. Audrey provided an update ([attached](#)) that Counseling and IT have worked hard to implement and promote to faculty this early alert system to refer students for follow up assistance. The Completion Center was able to send an email to those students who received the alerts designated by faculty.
6. The Schedule of Classes for Summer 2020 ([link](#)) includes 41 in-person courses ([list attached](#)). These course sections have been proposed by instructors, department chairs, and deans as meeting pressing needs for these courses to be offered face-to-face.
 - As shared in last week's Cabinet presentation on room utilization, social distancing would allow only 25% class size, not a feasible option. Another approach is needed to address health safety for in-person classes.
 - The approach under development is a combination of social distancing in open campus spaces, symptom assessment prior to entering a building, and hyper hygiene standards within buildings: regular pathogen cleaning, personal protective equipment, and hand sanitizer. A team is being assembled to evaluate the needs for the spaces scheduled for face-to-face Summer classes.
7. There has been discussion with Counseling and the Academic Senate regarding a resolution lifting the 100 unit cap for priority registration for high unit majors. Currently, the process is a petition process. This will require additional conversation at AMAC.
8. Cabinet was joined by Joumana McGowan, Associate Vice President of Instructional Services; Lina Soto, Associate Dean of Counseling; Joel Monroy, Director of Dual Enrollment; and Marlyn Lanuza, Assistant Director of Dual Enrollment to provide the Dual Enrollment Quarterly Update ([attached](#)). All dual enrollment courses for Winter and Spring 2020 were successful in transition to temporary remote instruction and all students had access to laptops/tablets through their high schools. Instructors have been communicating with students using Google Classroom, Zoom, and Canvas. The dual enrollment counselors have been working with students regarding EW and P/NP grading options. The dual enrollment staff has been communicating to students and high school staff via email and text messaging. New MOU agreements, both non-AB288 and AB288, are being submitted to the Board over the next couple of months. Our high school partners are doing their best to assist in promoting dual enrollment classes to students, and the dual enrolment team is assisting them with marketing materials. Many students are developing confidence in college courses and making progress on their education plans. As a result, they are taking additional classes beyond dual enrollment as special admission students. However, some are unable to take additional classes in the semester because of Mt. SAC's unit cap limit for such students. In response, a collaborative group will be looking at AP 5011 – Admission and Concurrent Enrollment of High School and Other Young Students ([link](#)).
9. Cabinet was joined by Joumana McGowan, Associate Vice President of Instructional Services; George Bradshaw, Dean of Enrollment Management; Michelle Dougherty, English Faculty; David Beydler, Math Faculty; and Dianne Rowley, Read Faculty; to provide a Multiple Measures Placement update. English Update ([attached](#))
 - Fall 2018 to Spring 2019 overall success in stand-alone ENGL 1A was 64.9% (4,720 students) not including special programs.
 - Overall Success rate in ENGL 1A+ 80 coreq was 54.4% (1,307 students).
 - Total completing ENGL 1A in 2018-2019 was 7,705 (all sections) compared to 4,209 completing English 1A in 2017-18.
 - For Fall 2019 success: 62.4% (2,248) in English 1A and 57.6% (571) in English 1A plus English 80 corequisite.
 - High school GPA is a strong predictor of success in English 1A.
 - Grade distribution, Fall 17 to Fall 18&19: As up from 20 to 23&24%, others held steady. Ws down 19 to 15%.
 - Asian students have higher success in both coreq (78.6%) and stand-alone ENGL 1A (77.5%). White students are second highest-coreq (66%), 1A (67.6%). African American students have significantly lower success rates -coreq (35.3%), 1A (41.4%). Latinx students have lower success rates than White and Asian students in both the coreq (54%) and stand-alone ENGL 1A (58.7%).

- Blind spots in the data include 1) why did students with higher HS GPAs do better in 1A+Coreq? 2) What are the effects of self-placement? 3) Why in Fall 2019 was there such low enrollment of African American students in coreq(12) and in stand-alone ENGL1A (44)?
- Ongoing needs include support for students during the crisis, faculty professional development, and reassigned time for the faculty coordinator beginning Summer 2020.
- Cabinet suggested that reviewing the number of students receiving AQ placements in English 1A compared to those who enrolled might yield useful insights.

Reading Update ([attached](#)) AQ Placement in Table

- 16,403 with high school GPAs of 2.6 or above have met Mt. SAC’s associate degree reading competency through eligibility for READ 100 (62.49%).
- 5,481 with GPAs below 2.6 were eligible for READ 90 (20.88%) and need to successfully complete READ 90 or AMLA 33R for a Mt. SAC’s associate degree.
- READ 100 Analysis and Critical Reading
 - Fall 2014: enrollment: 79 students; success rate: 65.8%
 - Fall 2019: enrollment 111 students; success rate: 69.4%
- READ 90: Reading College Texts
 - Fall 2014: enrollment: 770 students; success rate: 69.7%
 - Fall 2019: enrollment: 289; success rate: 60.2%
- Contextualized College Reading videos are being captioned for use in Administration of Justice, Respiratory Therapy, English, Astronomy, Political Science, Ornamental Horticulture, Biology, and Welding.

Race/Ethnicity		
Native American	69%	25%
Asian American	55%	7%
African American	61%	22%
Latinx	64%	26%
Pacific Islander	48%	22%
White	70%	15%
Total	62%	21%

Mathematics Update ([attached](#))

- Multiple Measures Placement in Math began in Fall 2018 using high school performance combined with assessment testing for course placement. Students were allowed to “jump” one level of placement by taking a corequisite. AQ placement began in Fall 2019 with “open access” to 100 level (transferrable) courses with the option of a corequisite.
- AQ placement results, May 2019 to April 2020: 74% Math 100 level courses; 6% Math 140 (Calculus for Business and/or 160 (Precalculus); 20% 140 or 160 or 180 (Calculus).
- Transfer level enrollment as a percentage of total enrollment increased from 38% to 50% to 68% during the transition year from 2017 to 2018 to 2019. Pretransfer enrollment decreased correspondingly to 32%.
- Statistics had by far the greatest increase, doubling to over 2000 students in Fall 2019.
- Success declined 52% to 49% to 45% greatest in 110(60→47%), 130(46→36%), 140(52→33%) and 150(45→36%).
- The number passing 100-180 rose 26% (1690→2129) despite overall enrollment dropping 11% (9083→8074).
- Passing grades dropped slightly with increases in Fs (17→24%) and Ws (22→24%).
- Equity data:

	Overall	Female	Male	Asian	Af.Am.	Latinx	White	Mult.R
Math 50-180: Success %	43%	44%	43%	62%	25%	38%	50%	48%
Math 50-180: 80% Index		100%	97%	100%	40%	61%	81%	78%

- The 2019 AQ Impact Survey gave some insights into student’s opinions on math placement and success.
- More research is needed on the extent to which students are following AQ placement recommendations and on what happens to students who drop classes.
- Cabinet recommended studying the extent to which students utilize math tutoring and encouraging faculty to get students to utilize tutoring.

10. Audrey reported that the work group on distributing the student portion of the CARES Act Emergency Grant Act Funds is meeting tomorrow.

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

- a. Parking Pay Lots and Parking Permit Fees (**Morris, Mike, and Gary, 5/5**)
- b. SEAP Allocation Model (Audrey, Madelyn, and Rosa 6/2)
- c. Multiple Measures Placement Workgroup (Audrey, Joumana, and Team, 7/28)

- d. Management Workgroup for SEAP funds (Audrey, Madelyn, and Rosa , 6/2)
- e. Student Centered Funding Formula—Continued Follow Up
 - 1. Noncredit Support of SCFF & Multiple Measures (Madelyn, 5/12)
 - 2. Implementing SCFF Research Agenda and Data Reporting/Analytics (Barbara, 7/21)
 - 3. DOE and CalPASS-PLUS follow up for K-12 full participation (Barbara and Bill, 7/21)
 - 4. Auto Award/Near Completion (Audrey, George, Francisco, Dale, 5/12)
 - 5. EAB Navigate Schedule Building & Data Analytics (Student Support Workgroup-- Francisco, 5/19)
- f. Changes to AP 5520 – Student Discipline Procedures per Changes in Title V (Audrey, TBD)

12. Quarterly Reports to Cabinet

- a. Emergency Response Plan Quarterly Report (Duetta, 7/14)
- b. Room Utilization/Capacity-Load Ratio Project (Gary, Mika, Joumana, and Kevin, 7/21)
- c. Faculty Position Control Quarterly Report (Joumana and Rosa, 7/21)
- d. Construction Project/Scheduled Maintenance Quarterly Report (Gary, 5/19)
- e. IT Projects Quarterly Report (Dale, 5/12)
- f. Grants Quarterly Update (Adrienne, 7/7)
- g. Dual Enrollment at Local High Schools Quarterly Report (Joumana, Joel, Marlyn, and Lina, 7/28)
- h. International Student Quarterly Update (George and Darren, 5/26)
- i. Academic Support Coordination Project Quarterly Report (Madelyn and Meghan, 7/7)