



September 10, 2019

1. Cabinet reviewed and commented on the following information items:
 - a. LA County K-12 population projections ([attached](#)) show two interesting trends.
 - K-12 enrollment from 2017-18 to 2027-28 is projected to drop 10.8%, a loss of 161,155 students.
 - High school graduates will drop by 2950 or down 3% from 2018-19 to 2022-23, but then rebound to 101,199 by 2023-24, gaining back 1.4% of the total.
 - b. Mountie Makerspace ([link](#)) had a successful open house last Friday. [See the attached flyer](#) for what you missed.
 - c. This semester's Tutoring and Student Success Fair will be Wednesday, September 18, 11:00 am to 2:00 pm. [See the attached flyer](#). The Fair promotes academic success centers around campus like the MARC ([link](#)) and the TERC ([link](#)) and the WIN ([link](#)) that provide tutoring and other learning support.
2. AB 302, the sleeping overnight in your car parked on campus bill, has been withdrawn by the author and is now a 2-year bill. Assemblymember Berman's comments are online ([link](#)). His message states in part, "The recent amendments to dramatically weaken the opt-out provisions and delay implementation an additional 15 months weaken the bill to the point that it fails to address the reality that our students are facing today."
3. A recent article by *Desire2Learn* ([attached](#)) asks, "Can Calbright reinvent online community colleges?" [Calbright ([link](#)) is the online college initiated by Governor Brown in his last days in office.] Points made:
 - Its first three academic pathways—medical coding, information technology support, and cybersecurity—are already offered among programs at the 114 existing colleges—in conflict with legislative intent to avoid such competition.
 - Calbright will open without accreditation—meaning no transferrable credit for students.
 - Calbright has hired about a dozen part-time professors, though none are full-time, and has no academic senate or union representation—in conflict with legislative requirements.
 - Calbright expects about 400 students in its first class, but by late August none were enrolled.
 - Students will "digest the curriculum" in 30-minute intervals, while they are "commuting with their smartphones."
 - Students will proceed "at their own pace" and "take only the number of classes needed to gain their desired skills"
 - Calbright's success depends largely on how willing employers are to validate potential employees' skills-based learning.
4. Does the "free community college" policy, i.e., California Community College Promise ([link](#)), produce more college degrees? "No" according to a recent Brookings Institute study ([attached](#)). The researchers analyzed four possible policies to increase bachelor's degree attainment: free community college, reduced tuition at four-year colleges, increased spending at public colleges, and reallocating students to academically matched in-state four-year colleges. They found that the most effective ways to raise four-year graduation rates are to increase per-student instructional spending at public institutions and eliminate tuition and fees at four-year colleges for those below certain income levels. While free community college policies increased community college enrollment and associate degree attainment, the number of baccalaureate degrees attained actually decreased by 0.1%. Data show this result stems from four-year students redirecting to community college with resulting reduced transfer and bachelor's degree completion—and new student enrollment gain is not enough to counter this effect.
5. In a huge victory for CalWORKs, the required 1:1 match language for CalWORKs has been stricken from AB 109, the Budget Act of 2019 ([link](#)). For background on this issue, see June 18 Cabinet Notes ([link](#)).
6. Mt. SAC has joined with many other community colleges in sending a joint letter ([attached](#)) to Speaker Rendon and President pro Tempore Atkins supporting a general obligation bond for California community colleges facilities on the March 2020 ballot. The specific request is that at least \$2.5 billion be allocated for the community colleges in the negotiated bill. AB 48, the Bond Act of 2020, is still alive.

7. In a judgement and permanent injunction against the Los Angeles Community College District ([see attached](#)), US District Court Judge Stephen Wilson ruled that LACCD had violated Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act and ordered:
- Compliance, within one year, with the LACC Alternate Media Production Policy ([attached](#)),
 - That within one year the LACC library either
 - discontinue the use of any library databases, documents contained in library databases, or other library resources available to students which are inaccessible to blind students or
 - establish alternative means of providing access for blind students to the equivalent benefits of the inaccessible library resources, and
 - do so in a timely manner, i.e. prior to or at the same time sighted students are provided access.
 - Accessibility, in accordance with WCAG 2.1 Level AA standards, within one year, of all district and college websites and all other educational or instructional websites, including all educational resources or embedded programs on those websites such as PeopleSoft.
 - Accessibility to blind students of all educational resources or other technological programs considered for acquisition and use at LACC or acquire the inaccessible technology but establish alternative means of providing access to the equivalent benefits of the inaccessible resources to blind students in a timely manner.

This court order is notable in several ways.

- Accessibility is extended to documents in library databases not in control of the college.
- Accessibility is to be provided prior to or at the same time as access for blind students.
- The most common student accommodation model is applied on a student-by-student basis for instructional materials—and not in advance.

8. Dianne Harrison, President of Cal State Northridge, has published “Educating the Environmental Stewards of Tomorrow: Presidential Leadership” ([attached](#)). It is a compelling call to action for CEOs of colleges and universities. Midway through the monograph, she states:

Our campus efforts are managed through the Institute for Sustainability, its advisory committee, and our student government (which appoints its own sustainability officer and senator), all collaborating with faculty, staff, students, and administrators to move us forward. To guide this work, the Institute developed a 10-year campus plan for 2013-2023. Today, sustainability efforts are spearheaded collaboratively through Facilities Planning and the Institute. For accountability, a status report is published on the progress of the 10 working groups....

This model for campus sustainability is similar to our initial efforts at Mt. SAC to implement the Climate Action Plan ([link](#)). These efforts include faculty, student, and staff voices through the Sustainability Committee ([link](#))—now to be coordinated through the Academic Senate—combined with the Facilities Planning and Management work articulated in the sustainability strand in the 2018 Educational and Facilities Master Plan ([link to Executive Summary](#)) ([link to full EFMP](#)).

9. Cabinet discussed the Executive Summary of Results from the Spring 2019 Community College Survey of Student Engagement ([attached](#)). Observations:

- On the five Standardized Benchmark Scores, Mt. SAC ranked above the median on all but #4—Student-Faculty Interaction. The analysis mentions a survey question (see box) which Cabinet found less than compelling as a measure of faculty-student engagement.
- On “Highest Aspects of Student Engagement” Mt. SAC outperformed the cohort by an average of 7%.
- On “Lowest Aspects of Student Engagement” Mt. SAC avoided bad cohort practice by an average of 6%.

41. Talked about career plans with an instructor or advisor

10. The recent issue of *Community College Daily* article, “Why the Census Matters for Community Colleges” ([attached](#)), includes an interview with Bill on underrepresented diversity and the census.

11. Cabinet was joined by Francisco Dorame, Dean of Counseling; Joel Monroy, Director of Dual Enrollment, and Marlyn Lanuza, Assistant Director of Dual Enrollment; to present the Dual Enrollment Quarterly Report ([attached](#)).

- For 2019-20, Mt. SAC will have agreements with 11 K-12 districts and courses offered at 26 high schools.
- The Mt. SAC Early College Academy at West Covina will have 92 9th graders and 68 10th graders enrolled.
- A broad range of courses will be offered—40 sections in Fall and 50 sections in Winter/Spring.

12. In its first year, Mt. SAC's Promise Plus Program ([link](#)), which is funded through AB 19 ([link](#)) is off to a great start ([report attached](#)). 1212 students applied, 903 were eligible, and 832 are participating so far.
13. Cabinet approved four new Requests to Fill ([attached](#)).
14. Items for future agendas (items for the next Cabinet meeting are shown in BOLD:
 - a. AP 3725 Info Communications Technology Accessibility/Acceptable Use (Audrey, Grace, 11/26)
 - b. Multiple Measures Placement Workgroup (Audrey, Joumana & Team, 11/26)
 - c. Management Workgroup for SEAP funds (Audrey, Madelyn et al, 11/26)
 - d. Student Centered Funding Formula—Continued Follow Up
 - A. Student Support Cohort System Workgroup (Dale, Antonio, Barbara, 11/26)
 - B. Noncredit Support of SCFF & Multiple Measures (Madelyn, 10/8)
 - C. Implementing SCFF Research Agenda and Data Reporting/Analytics (Barbara, **9/17**)
 - D. CalPASS-PLUS follow up for K-12 full participation (Barbara, Bill, **9/17**)
 - E. Auto Award/Near Completion (Audrey, George, Francisco, Dale, 11/12)
 - F. EAB Navigate Schedule Building & Data Analytics (Student Support Workgroup--Dale, 11/19)
15. Quarterly Reports to Cabinet
 - a. Emergency Response Plan Quarterly Report (Duetta & Melonee, 10/15)
 - b. Room Utilization/Capacity-Load Ratio Project (Gary, Mika, Joumana, Kevin Owen, 10/8)
 - c. Faculty Position Control Quarterly Report (Joumana & Rosa, 10/15)
 - d. Construction Project/Scheduled Maintenance Quarterly Report (Gary, 11/19)
 - e. IT Projects Quarterly Report (Dale, **9/17**)
 - f. Grants Quarterly Update (Adrienne, **9/17**)
 - g. Dual Enrollment at Local High Schools Quarterly Report (Joumana, Joel & Francisco, 12/10)
 - h. International Student Quarterly Update (Audrey & Darren, 10/22)
 - i. Academic Support Coordination Project Quarterly Report (Madelyn, Meghan, 12/3)