



President's Report to the Board of Trustees



September 11, 2015

1. Enrollment for the Fall 2015 semester is up in headcount about 1% but is just about the same in FTES¹ as for Fall 2014. A comparison report is [attached](#). A few observations:
 - Enrollment is up in day students but down in evening students.
 - The largest gain for academic areas is in Basic Skills, up 16.5%, 1000 students more.
 - International visa student growth continues its moderate pace, up 33 to 612.
 - We are down in full-time students but up in part-time students.
 - Class fill rate shows 96.5% of seats are taken.
 - On the first day of class, 8/24 ([report attached](#)), we had 13,734 students on wait lists (down 5% from Fall 2014) and 6,610 open seats (down 2% from Fall 2014).
 - Our greatest gain is in first-time students, up 5.8% or 300 new students.
2. Following the mandates of the federal Cleary Act ([link](#)), Mt. SAC regularly reports year-to-year crime comparison data ([attached](#)) and monthly data as well ([July Report attached](#)).
3. Mt. SAC is honored to have received several awards over the last few years from our community for our environmental efforts. This year the Irwindale Chamber of Commerce has selected Mt. SAC for their 2015 Energy Preservation Award for “being an environmentally responsible company who has implemented and achieved significant reduction in its carbon footprint.” The award letter is [attached](#).
4. Culminating almost a year of effort, a final report ([attached](#)) has been issued giving recommendations from the Board of Governor’s Task Force on Workforce, Job Creation, and a Strong Economy. The report is organized into seven topic areas containing twenty-five recommendations with more than three dozen bullet points that contain the real meat of the document. As a member of the Task Force, I am adding a few summary comments:
 - 1) Student Success
 - Career counseling and guidance in both high school and community college is necessary to direct students into pathways that are recognized as leading to well-paying jobs that meet labor market demands.
 - Work-based learning is essential to both readiness for CTE programs, e.g., linked learning, and to bridge the gap from the classroom to the workplace, e.g. internships and apprenticeships.
 - 2) Career Pathways
 - Career pathways must align skill outcomes from preparation (high school, adult schools, ROPs, noncredit) through community college programs of study (performance outcomes) to the workplace (employer driven job skill competencies).
 - CTE students often leave college as the skills they acquire prepare them for jobs on the lower rungs of a career ladder. College must recognize these exit points with ladder certificates AND provide smooth paths of reentry to build the next set of skills for job enhancement.

¹ FTES is Full Time Equivalent Students. One FTES equates to a student attending 15 hours per week for both Fall and Spring Semesters, 525 hours in all. Community colleges are paid on the basis of FTES, slightly more than \$5,000 per FTES ([link](#)).

- Students regularly attend multiple community colleges or move to other parts of the state for employment. Thus it is essential that the career ladder pathways are “portable,” being built on model program and course curricula that are aligned both statewide and regionally from college to college.
- Model curricula need to include not only labor market skills but foundational skills that are job related in applied math, technical reading and writing, and job readiness skills such as teamwork and being on time, and arriving ready to work.

3) Workforce Data and Outcomes

- Data standards must be uniform and aligned among schools, colleges, state agencies, and employers so that students may be tracked and reporting can meaningfully impact decisions on policy and practice.
- The state must recognize the success of students who obtain needed job related skills that do not match current certificates and degrees, commonly called “skill builder” students.
- Data on labor market demand and skill training gaps must be complete, timely, and available both statewide and regionally so that colleges can make decisions on program offerings to better align with job demand.

4) Curriculum

- Curriculum development, revision, and approval processes at both the college and state level must be more timely and responsive to rapid changes in the labor market. Development of model programs and course curricula will assist in the process as will regional coordination of program and course offerings.

5) Career Technical Education Faculty

- Attracting qualified faculty is a challenge in some disciplines due to high competitive industry wages and to small numbers of qualified applicants in some regional areas. Recommended strategies include mentoring, industry involvement, expanded equivalency to minimum qualifications, and internships.
- Enhanced professional development is essential to keep CTE faculty up to date on industry skill needs, on effective teaching methods, and on relevant, authentic performance assessment methods.

6) Regional Coordination

- Regional labor market needs vary by region in California and require enhanced communication, coordination, and decision-making by the existing CTE Regional Consortia and the colleges of which they consist.
- The support structure for CTE Regional Consortia within the Chancellor’s Office needs clarification in organization, roles, and authority and may involve regulatory changes.
- CTE Regional Consortia need stronger regional leadership and operational partnerships among community colleges, industry, labor, and other workforce and economic development entities.
- The mission of CTE Regional Consortia needs to be broadened to provide coordination and mutual support for activities such as marketing, internships, guest lecturers, job placement, equipment acquisition, and regional industry advisory boards.

7) Funding

- Predictable, targeted, and sustained funding for CTE programs is needed to meet the higher cost of 1) developing new programs, 2) modifying existing programs, 3) adding or modifying facilities, 4) keeping equipment state-of-the-art, 5) providing faculty professional development, and 6) employing technical support staff.
- Alignment of the state funding of the seven workforce training agencies in the state is essential both in qualifications for the use of that funding and in required outcomes.

5. Last month we announced a formal partnership for Mount Saint Mary’s University to offer the Bachelor of Science in Nursing (BSN) degree on the Mt. SAC campus. The press release is [attached](#). The first cohort of 18 students began on August 24th. The design is an ADN to BSN degree completion program. (Students completing the Associate Degree in Nursing at Mt. SAC move into the BSN program and complete the units for the BSN.) We are excited to offer this high-wage, high-demand degree to our students! Jemma Blake-Judd, Dean of Technology and Health, had these observations as the program gets started:

I spoke to the group during their orientation. The energy in the room was amazing—this is such a great program! We have expanded the open hours of the Health Careers Resource Center ([link](#)) so that these MSMU students will have a hub where they can congregate and study rather than sitting outside on the benches in the evenings. Letters and emails regarding the next application period are already rolling in!

6. In addition to the wonderful partnership with Mount Saint Mary’s University to establish the BSN Program, we have had great community backing. Citrus Valley Health Partners is an example. Our

own Dr. Lance Wilcher, Professor of Registered Nursing, and a Member of the CVHP Board of Directors and Trustees, reported ([attached](#)):

CVHP's CEO authorized a contribution of \$6,000 (\$3,000 each year) towards their employees that graduated from Mt. SAC's RN program, and work at one of their organizations (Inter-Community, Foothill Presbyterian, Queen of the Valley Hospital, Hospice or Home Health).

- Sue Long, Dean of Arts, reports that the Chamber Singers and Singcopation have returned safely from their European tour/competition, winning four gold medals and best overall choir.

The Singers have once again continued their long tradition of success for our College of Champions. I would like to personally thank the college for providing this opportunity for our students to travel and gain important life experiences that come from meeting people of other cultures and seeing important, although difficult, historical sites such as Auschwitz. These trips are life changing for our students and will most certainly help form who they are in the world.

- Tutoring through our Learning Assistance Center continues to have a tremendous positive impact as you can see from the data below. See the [attached](#) LAC Annual Report for the full picture.

Success Repeating a Basic Skills Class	Enrolled	Passed	% Passing
Tutored	311	147	47%
Not Tutored	637	234	37%
Total	948	381	40%

- Mt. SAC's Pathways to Transfer accelerated learning program ([link](#)) continues to produce great results. Students take English 67/68/1A in one of two cohorts: Summer/Early Fall/Late Fall or Winter/Early Spring/Late Spring. Thus, in just 6 months, those who start at the basic skills level finish their English requirement for both transfer and an Associate Degree. Students take Math 50/51/71 in the same pattern and meet their Math requirement in 6 months. Shown below are selected data for the Winter/Early Spring/Late Spring cohorts. The full report is [attached](#). Also [attached](#) are survey results profiling the students and their opinions of the program. Comparing the Pathway (PW) students to the Non-Pathway (NPW) students shows great gains in both passing the courses and enrollment in the next course in the series. More importantly, the Progress factor measures the percentage of students who start the English and Math three course sequences and actually complete them successfully. In English, the Pathway students finish at a 28% rate while only 4.8% of Non-Pathway students complete the sequence. In Math, over 30% of Pathway students get through all three courses but only 3% do so if in the Non-Pathway courses. Note that Progress combines the important factors of both PASSING the course and TAKING THE NEXT COURSE. Great work by our English and Math faculty!

Winter 2015				Early Spring 2015					Late Spring 2015					
		Enroll	Pass	%		Enroll	Pass	%	Progress		Enroll	Pass	%	Progress
PW	ENGL 67	106	78	73.58%	ENGL 68	65	51	78.46%	48.11%	ENGL 1A	37	30	81.08%	28.30%
NPW	ENGL 67	271	175	64.58%	ENGL 68	110	49	44.55%	18.08%	ENGL 1A	*21	*13	*61.9%	*4.80%
PW	MATH 50	128	99	77.34%	MATH 51	90	56	62.22%	43.75%	MATH 71	49	39	79.59%	30.47%
NPW	MATH 50	207	139	67.15%	MATH 51	99	46	46.46%	22.22%	MATH 71	*14	*7	*50.0%	*3.38%

*Projected from early Spring data since no late Spring 2015 ENGL 1A and MATH 71 sections were offered.

- We were very pleased that the U.S. Department of Education renewed our TRiO Student Support Services Grant ([letter attached](#)) implemented as the ACES Program ([link](#)) here at Mt. SAC. The grant will provide \$220,000 annually for five years to serve a target population of 140 students who are

low-income and/or the first in their family to attend college and/or disabled. The grant will enable these students to obtain an Associate degree and transfer to a four-year university.

11. Mt. SAC's Solar Field Project has been presented for Board approval this month. After considering several options ([attached](#)), in November 2013, the Board of Trustees selected the Mt. SAC's West Parcel ([see map](#)) as the location for the Solar Field. Direct costs of the project are about \$5.3 M ([cost detail attached](#)). The sources of funds are as follows:

- \$3,000,000 as a zero interest loan (Proposition 39 loan funds) to be repaid by power bill savings estimated to be at least \$400,000 annually.
- \$1,700,000 consisting of two years of Proposition 39 grant funds (at \$850,000 per year)
- \$790,000 in Edison incentives through the California solar initiative, CSI ([link](#).)

The total of the three sources is \$5.49 M. To learn more about Proposition 39 follow this [link](#).

A community open house on the project was held at 5:00 pm on Wednesday, September 9th. (See [web announcement](#) and invitation [letter](#) delivered to residents.)



12. At its July meeting the Board of Trustees approved a new Student Center to be added as the last major project funded by Measure RR, the facilities bond initiative passed by the voters in 2008. Anticipated to be a 40,000 square foot structure in the middle of campus, the cost will be about \$30 million. The design phase is planned for 2016-17 followed by roughly two years of state approval and construction—producing and anticipated completion date of Fall 2019.

13. Around Campus

- a. The Athletic Hall of Fame Class of 2016 has been announced ([attached](#)). We will honor them at the annual Hall of Fame Banquet scheduled for Saturday, February 6, 2016 at the Pacific Palms Conference Resort. The attachment has ticket information.
- b. The Mt. SAC Associated Students Executive Board is hard at work now that the school year has begun. We have a great group of student leaders as you can see from the [attached descriptions](#).
- c. Each year our VOICES Committee ([link](#)), as part of its role of supporting those who work at Mt. SAC, solicits nominees for the College Champion Awards². This year's recipients ([full descriptions attached](#)):
 - Eternal Flame Award: Cindy Shannon, Professor, Biological Sciences
 - Torch Bearer Award: K.C. Kranz, Health & Fitness Supervisor, Exercise Science/Wellness Center

² [The Eternal Flame Award](#) – Recognizes an employee for dedication to one or more of our core values (Integrity, Diversity, Community Building, Student Focus, Lifelong Learning, and Positive Spirit).
[The Torch Bearer Award](#) - Honors employee contributions that have positively impacted the college community internally or externally.
[Burning Bright Award](#) - Recognizes an employee for going "above and beyond" in his or her role.

- Burning Bright Award – Margaret Teske, ESL Instructional Support Manager, English as a Second Language Department
- Burning Bright Award – Meghan Chen, Dean of Library and Learning Resources, and Don Sciore, Associate Dean of Instruction

- d. Child Development Instructor Tony Henry reports on a documentary video in the works: The Los Angeles Universal Preschool (LAUP) Child Development Workforce Initiative (CDWFI) hired the Rauch Brothers to create short animated documentary featuring CDWFI students. The Rauch Brothers are known for their work on NPR's StoryCorp in which they feature extraordinary stories of everyday Americans told in their own words: <http://storycorps.org/animation/>. Out of the nine CDWFI colleges, LAUP identified four students with compelling stories to participate, and all four of the students are current Mt. SAC students or graduates. The completed animation is expected post on the LAUP website ([link](#)) in October.
- e. Mt. SAC welcomes one of our newest students, Loretona Toailoa Isara, who is from New Zealand. Besides being an international visa student, Loretone is on the Mt. SAC football team and is in the Arise support program ([link](#)). His story is an example of the many ways such talented young folks find their way to Mt. SAC. For a glimpse, connect to this YouTube video ([link](#)) from the New Zealand sports show The Crowd Goes Wild.

- f. September is Emergency Preparedness Month at Mt. SAC. Selected buildings on campus will be participating in an earthquake preparedness drill. Members of our Incident Command Structure Team are going through training for NIMS certification. NIMS is the National Incident Management System ([link](#)). We also have created a full-time position to oversee our Emergency Response Plan. Welcome Melonee Cruse as Environmental Safety and Emergency Services Manager.



- g. Catherine McKee, Paralegal Professor, reports that one of our paralegal students, Christine Oldham, has received a national honor. Professor McKee comments:
Christine was one of five students, nationwide, chosen to receive a \$500 scholarship based on an essay she wrote. The scholarship is awarded by the national paralegal honor society, LEX, through the American Association for Paralegal Education.
Congratulations to Ms. Oldham and to all the faculty in our great Paralegal Program!

14. Papers

- a. A recent paper, *Internationalization of Chinese Higher Education* ([attached](#)) gives some insights into the explosion of higher education in China and the role that foreign universities have played in this expansion. A few points from the paper:
- The expansion of Higher Education in China was based on a Ministry of Education 1998 plan which called for an increase by 2010 of 15%. However, this increase targeted only urban and advanced regions of the country. Results exceeded the plan: 19% by 2004 and 23% by 2007.
 - China has emphasized learning English, now having more English speakers than does the United States. For over 30 years, it has been compulsory for both graduate and undergraduate students in Chinese higher education to take only one foreign language: English.

- Flagship universities and some top regional specialized institutions have strong relationships with reputable foreign universities but insist on a direct measure of control that is normally absent in such arrangements in other countries. This includes a strong role for the Chinese government in the control of governance of these foreign institutions operating in China.
 - China has, of course emphasized students going to English-speaking universities in the U.S., U.K, Australia, and Canada with 235,597 in the U.S. in 2012/13.
 - Chinese studying abroad focus on business and STEM majors: 29% in business management, 19% in engineering, and 11% in mathematics.
 - But China also “exports” education thorough its worldwide network of 475 Confucius Institutes ([link](#)) which promote Chinese language and culture.
 - The authors caution, however, that China’s focus on improving flagship universities and on studying abroad has created wide gaps between the quality of the country’s best higher education institutions and the vast bulk of its higher education institutions.
- b. A new report, *Strengthening Los Angeles* ([attached](#)), discusses the skills gap in filling middle skills jobs and discusses strategies to train our workforce to qualify for these positions.



Middle skills jobs do indeed matter to Los Angeles County. This paper makes a strong case for improving regional job training including the role of community colleges:

Read these observations and recommendations in the context of the BOG Workforce Taskforce recommendations summarized in Point #4 above.

- The governance structures for community colleges have historically led colleges to develop programming independently of one another, based on the needs of each college’s jurisdiction rather than in collaboration or with a regional focus.
- Until recently, there were few incentives for regional collaboration among colleges, WIBs and other partners; limited funding more often led to competition for grants and other resources.
- Now, multiple federal, state and regional initiatives are spurring a greater focus on regional collaboration, but without a well-aligned regional career pathway structure these multiple collaborations can lead to duplication of efforts.
- These factors create an urgent need for a regional strategy and dedicated leadership to align efforts and outcomes to meet regional goals.

The paper makes several recommendations:

- Commit to a regional approach to career pathway development.
- Develop pathways that integrate adult literacy with industry-aligned skills training.
- Make work readiness a regional priority.
- Assess current and expected regional demand for middle-skill workers – and adjust education and training accordingly.
- Expand work-based learning across the pipeline