



October 27, 2020

Sokha Song for Abe Ali

Dale Vickers for Morris Rodrigue

1. Cabinet reviewed and commented on the following information item:
 - a. The *Los Angeles Times*' Article, [CSU Graduation Rates Continue to Climb but Stymied by Stubborn Equity Gaps](#), highlights the struggle to close the equity gaps in graduation rates at the nation's largest public university system. While the four-year graduation rates (up to 31% from 19% in 2015) continue to climb, the Graduation Initiative launched by Chancellor Timothy White in 2015 included closing the gap for students who receive Federal Pell Grants. Low income and underrepresented students are still graduating at rates 10% lower than other students. Although not yet known, the results of the pandemic are expected to hit this segment of the population harder, resulting in an even larger gap.
2. The Chancellor's Office issued a [Memo regarding AB 1504 Student Representation Fee Collection – Update](#). As you may recall from Cabinet Notes on 2/18/20, AB1504 was amended effective January 1, 2020, which required community colleges to collect a student representation fee of \$2 unless students specifically opt out. One dollar of the fee is for the support of the Student Senate for California Community Colleges ([link](#)) with the local fee increasing from \$0.50 to \$1, still as the student representation fee. Mt. SAC was ahead of this and worked out the process change with IT.
3. Cabinet continued discussion on grading policies and practices now looking ahead to the Winter intersession. Discussion particularly centered on whether the EW and/or Pass/No Pass options will still be available to students. The current Chancellor's Office directive on grading and fee refunding waivers only covers through the end of December. A critical issue noted is that we would no longer be able to claim apportionment for students who drop with EWs. However, because of the emergency executive order on SCFF funding, we will still be able to use the actual 2020-2021 actual FTES and SCFF earned apportionment or the 2019-2020 P1 SCFF earned apportionment even if FTES for 2020-2021 is lower than last year. With this funding protection, Cabinet agreed to extend the EW, P/NP, and fee refunding processes through Winter and Spring 2021. Cabinet members shared the feeling that this guidance should be extended as it is in the best interest of students. This will be discussed at the next AMAC.
3. The [Request to Fill Log](#) was reviewed. There are 47 positions actively recruiting, and online interviews have been challenging, but working. New protocols are being implemented, and staff is being trained.
4. Cabinet approved an out-of-class appointment related to an employee leave for:
 - a. [Human Resources Technician](#)
5. Cabinet was joined by Joumana McGowan, Associate Vice President of Instruction; Joel Monroy, Director of Dual Enrollment; and Marlyn Lanuza, Assistant Director of Dual Enrollment, to provide a [Dual Enrollment Quarterly Report](#). Highlights:
 - The team is continuing to communicate with high school partners to ensure students have what they need to work online.
 - Summer 2020 had steady enrollment in all dual enrollment sections.
 - There is a new dual enrollment non-AB288 MOU bringing Charter Oak Unified School District under our dual enrollment tent.

- There are a total of 124 Dual Enrollment courses being offered in local school districts for 2020-21.
 - Professional and Organizational Development (POD) and the Faculty Center for Learning Technology (FCLT) have been working with dual enrollment faculty on technical support.
 - Dual enrollment counselors are working to make sure students understand the EW and Pass/No Pass options.
 - Success rates for Summer 2020 were really good, with many courses at 100%.
6. Cabinet was joined by Joumana McGowan, Associate Vice President of Instruction; George Bradshaw, Dean of Enrollment Management; Ned Weidner, Professor of English; Dianne Rowley, Professor of Learning Assistance; David Beydler, Professor of Mathematics; and Elizabeth Casian, Professor of American Language; to provide an update on Multiple Measures Placement Workgroup. There was discussion about how to help students who are not completing college level English and Math—how do we help support these students to achieve their degrees, which include both academic and non-academic interventions and support? Highlights:
- Reading
 - A pilot was designed for a plug in for contextualized reading workshop in Canvas modules. Faculty can import them into the beginning of their classes to help give students guidance on how to work with text in class. This work is piloting in the Winter.
 - A tutoring workgroup has worked on tutor training Canvas modules.
 - They are working on a Canvas faculty center to provide best practices for normalizing help-seeking behavior. They are looking at ways that faculty can imbed tutoring into their courses other than giving extra credit.
 - They have provided sample syllabus statements about academic support resources that can be imported from Canvas so that professors have a menu of options for including information on academic support resources.
 - English, Literature, and Creative Writing
 - Five-year data shows a drastic increase in students taking transfer level English from AB705 implementation, from 16.5% to 98.3% reflecting the impact of not starting at the basic skills level.
 - Access to transfer level English has remained consistent across demographic groups.
 - Results show all groups with increased throughput rates, i.e., percent who complete transfer English regardless of the first level of English taken. However, there is a slight widening in the gender success gap.
 - The ethnicity success gap has stayed fairly constant, with a slight increase in the gap.
 - Income based data shows that 73% of students who qualified as low income did not complete transfer-level English.
 - There are plans to dive deeper into the data, looking at not only success rates but also pedagogy and what role the instructor's race or ethnicity plays in the students' success; revising guided self-placement tools to reflect the changing options that some students have; and exploring revisions to the corequisite model to improve success.
 - The Writing Center has offered a virtual front desk and a virtual paper drop off processes.
 - There is a small, voluntary community of practice, but it is currently without institutional funding.
 - AMLA
 - Letters were sent out to all newly eligible English 1A students and they were offered 2 sections of English 1A/80 (multilingual) taught by AMLA professors. Also offered were late start AMLA 90 sections for those students who went into English 1A and felt like they were in over their heads. Information was sent to English professors offering tips and guidance for students via askamla@mtsac.edu.
 - Items to work on for future steps are for English, READ, and Counseling to meet for a placement summit.
 - They are working on an informative video, simplifying the comparison chart, as well as providing can-do statements to help students make a more informed choice.
 - They are partnering with Cal Poly Pomona on Classroom Assistant Program from AMLA 80 (two CAs for each class from CPP) and 3+1 credit-bearing AMLA courses for Master's prep students.

- They are working with POD on workshops on plagiarism so that students understand the rules. They are hoping the conversations lead to more sessions.
- Continuing to work with communities of practice.

- Math

- 1-Year throughput rate increased from 22.5% (starting first math course Fall 2015) to 39.3% (starting first math course Fall 2019). So, while 928 students completed transfer-level math within one year starting in Fall 2015, 1472 students did so starting Fall 2019.
- Krysten DeWilde is leading a project to update math faculty webpages with information such as, for each course section, how content will be delivered (live via Zoom, or recorded videos).
- This term's Math Corequisite Survey shows that most students are taking math corequisites for the extra support and 92% of corequisite students feel they are average math students or struggle with math—and need the help.
- Currently underway is a survey about the AQ placement process and its potential impact on course completion.

7. Sokha reported:

- Recruitments are still strong, lots of movement going on in Human Resources.
- There is a plan to wrap up CSEA 262 negotiations and continue to only discuss COVID related items.

8. Dale reported:

- IT has a calendar at <https://www.mtsac.edu/it/scheduled-maintenance/> to help make people aware of calendared scheduled maintenance. This calendar will be updated quarterly and all email notices will have a link to the calendar.

9. Audrey reported:

- Aspire had a kickoff event last week that went well. There is a temporary faculty coordinator leading the program.
- Transfer Week is currently going on.
- There is an Equity in Employment Symposium going on this week.
- Student Services will restart the Zoom at Noon meetings with the Vice President.
- She is preparing to participate in a second presentation about caring and commitment in times of COVID for the RP Group.
- She is getting ready for the Equity Summit on Friday; met with student panel for preparation.
- She is in the process of forming screening and selection committee for Dean, of ACCESS and Wellness.
- Winter registration is coming up the week after next.
- The Completion Center has been making lots of phone calls to students, looking at those we lost and those that are close to completing.

10. Richard reported:

- He is working on communication and information for the Equity Summit on Friday.
- His perspective is the program review process is very resource-centered and doesn't do much review from programs from an educational quality perspective. He has sent draft of VP PIE which is, hopefully, a bridge from the past to something more reflective of data at each level that can point back to some institutional priorities.
- The Instruction Team meeting tomorrow topics are academic integrity, discussion of the ranking of full-time faculty, and finalizing a small number of an additional number of courses to bring back to campus.

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

- a. Develop Budget Reports and Monitoring Protocols for Cost Center Managers (Morris, Doug, 12/15)
- b. Adjustments to the 2020-21 budget to Meet State Allocation Reductions (**ALL, as needed each Cabinet**)
 - 1. Limiting Short-term Hourly and Professional Expert Positions
 - 2. Manage Overtime Assignments and Costs
- c. Multiple Measures Placement Workgroup (Joumana, George, and Team, 2/23)
- d. Management Workgroup for SEAP funds (Audrey, Madelyn, and Rosa , 12/8)
- e. Student Centered Funding Formula—Continued Follow Up
 - 1. Noncredit Support of SCFF & Multiple Measures (Madelyn, 12/15)
 - 2. Implementing SCFF Research Agenda and Data Reporting/Analytics (**Barbara, 11/3**)
 - 3. Auto Award/Near Completion (Audrey, George, Francisco, Dale, 11/10)
 - 4. EAB Navigate Schedule Building & Data Analytics (Student Support Workgroup-- Francisco, 11/17)

12. Quarterly Reports to Cabinet

- a. Emergency Response Plan Quarterly Report (Duetta, 1/12)
- b. Room Utilization/Capacity-Load Ratio Project (**Gary, Mika, Joumana, and Kevin, 11/3**)
- c. Faculty Position Control Quarterly Report (**Joumana and Rosa, 11/3**)
- d. Construction Project/Scheduled Maintenance Quarterly Report (Gary, 11/17)
- e. IT Projects Quarterly Report (Dale, 11/10)
- f. Grants Quarterly Update (Adrienne, 1/5)
- g. Dual Enrollment at Local High Schools Quarterly Report (Joumana, Joel, Marlyn, and Lina, 2/23)
- h. International Student Quarterly Report (George, 12/8)
- i. Academic Support Coordination Project Quarterly Report (Madelyn and Meghan, 1/19)
- j. Title IV Quarterly Report (Lianne and Lisa, 1/19)