



August 14, 2018

1. Cabinet reviewed and discussed the following information items:
 - a. A balanced analysis of Governor Brown's Fully Online Community College is found in the [attached Chronicle of Higher Education](#) article "Can a Huge Online College Solve California's Work-Force Problems?" A few quotes:
 - For all the governor's certitude, it may be premature to declare the online college a sure fix to the state's yawning gaps in educational and economic opportunity. The unknowns are many: Will job seekers or employers find value in an institution that offers only certificates and credentials?
 - Will harried parents and overburdened breadwinners be any more likely to log onto a computer than set foot in a classroom? If they do register for an online course, will they flourish? After all, studies consistently show that students — low-income and first-generation students most especially — do better in face-to-face or hybrid courses.
 - A half-dozen recent studies have all come to the same conclusion: Community-college students struggle with online learning. They are less likely to complete the online-only version of a course, receive a passing grade, or earn an A or B than are their counterparts taking in-person or hybrid courses.
 - Still, in California, it's not clear that there's pent-up desire for online education, nor is it a given that a virtual college would knock down the barriers that have kept millions of workers in the state from continuing their education.
 - The biggest job growth in the state — one for which demand far outstrips supply — is for holders of bachelor's degrees. Will workers want to invest in a short-term credential?
 - b. Congress has sent the revised Carl D. Perkins Career and Technical Education Act to President Trump ([article attached](#)). Under the new bill, states would have more autonomy from federal oversight—the bill calls for states to set their own Perkins Act goals and requires "meaningful progress" on those goals. The bill adds to core indicator metrics on completion including graduation rate, targeting local job market needs, and evidence about those who move on to advanced training.
 - c. Eight Pioneer Spirit honorees were recognized ([article attached](#)) at the annual Nisei Week Japanese Festival August 11-19 in Los Angeles. Among them was our own Audrey Yamagata-Noji. Congratulations Audrey!
 - d. The Public Policy Institute of California has published a survey ([attached](#)) on "Californians and the Environment." The survey measures the significance of environmental issues in the governor's race.
 - 60 percent favor setting higher emissions standards for automobiles.
 - 51% say they are willing to pay more for electricity if it is generated by renewable resources.
 - But...58% say action to reduce global warming will increase gasoline prices.
 - 50% say they favor the state's cap-and-trade policy.
 - Water supply was the most frequently named environmental issue at 24% (down from 43% in July 2016).
 - 58% support November's Prop 3, the \$8.9 billion bond measure to fund water infrastructure projects.
 - 67% oppose more oil drilling off the coast—the feds have announced plans to allow new offshore oil drilling.
 - e. Cabinet reviewed a map ([attached](#)) showing summer break construction and alternative parking.
2. The college has joined the Latino/a Educational Association of Pomona—LEAP ([link](#)).
3. Cabinet updated the Phase 9 New Resource Allocation ([attached](#)) moving two allocations from one-time to on going for 2018-19, both in Human Resources: 1) \$20,000 for Hire Right for background checks ([link](#)) and 2) \$10,000 for compliance training.
4. The LA/OC Regional CTE Consortium ([link](#)) has approved an Amazon Cloud Computing Regionally Recognized Certificate ([attached](#)).
5. The Chancellor's Office has communicated ([memo attached](#)) the Strong Workforce Program fiscal reporting timelines.

6. Cabinet set priorities for immediate activities to enhance the Student Centered Funding Formula. From Group #1—Instruction ([attached](#))—priorities in green:
- Expand and Enhance Noncredit English and Math Review Courses
 - Summer Bridge as Prep for English 1A and Math 100 Level
 - Improve Assessment Testing in Dual Enrollment/Special Admits for More Advanced Placement in English & Math
 - Increase staffing – classified support, outreach staff from Mt. SAC
 - Effective Multiple Measures Placement with Support
 - Provide concurrent academic support for students placed in Transfer Math & English
 - Increase Capacity for Tutoring, SI, Success Centers
- From Group #2—Student Support ([attached](#))—priorities in green:
- Students Take Courses in Their Comprehensive Education Plan
 - Enhance Ed Plans to Improve Completion
 - Ed Plans Support Program Maps
 - Recommend Schedule from Ed Plan
 - Mobile App for Schedule Building
 - Use Education Plan Data for Course Scheduling and Sequencing
 - Produce Ed Plan Data and Analytics
 - Auto Award of Degrees and Certificates
 - Improve Student Selection of Major
 - Provide IT Support for Better Major Selection in Banner
 - Increase Financial Aid Awards of Both Promise and Pell Grants
 - Decrease Process Time for FAFSA Verification
 - Improve Student Contact to Complete FAFSA
 - Apply Technology solution to identify missing FAFSA Data
 - Form/Join CCC Financial Aid Consortium with Neighbor Colleges
7. Audrey provided an update ([attached](#)) on work of the Multiple Measures Coordination Team. Cabinet agreed that the team should pursue:
- Guided Self Placement (see Directed Self Placement at CSU—[link](#)), and
 - Outreach to students who have previously been placed with assessment testing.
8. Cabinet approved two new Requests to Fill ([attached](#)).
9. Items for future agendas (items for the next Cabinet meeting are shown in BOLD):
- a. Update on Multiple Measures Placement Workgroup (**Audrey & Gregory, 8/21**)
 - b. New Resource Allocation (All, 10/16)
 - c. Student Centered Funding Formula (**All, 8/14-Prioritize Actions; 8/21-Fund Immediate Actions; 8/28-Summarize 1. Intermediate/Long-term Actions, 2. Construct Draft Research Agenda, 3. Report on Policy Development Process**)
10. Quarterly Reports to Cabinet
- a. Emergency Response Plan Quarterly Report (Mike Williams & Melonee Cruse, 11/13)
 - b. Building 26A 2nd Floor Classroom Pilot Project (Mika, 9/11)
 - c. Faculty Position Control Quarterly Report (Gregory & Rosa, 10/9)
 - d. Timely Employee Evaluations & Quarterly Cabinet Review (All, 9/11)
 - e. Construction Project/Scheduled Maintenance Quarterly Report (Gary, 9/11)
 - f. IT Projects Quarterly Report (**Dale, 8/21**)
 - g. Grants Quarterly Update (Gregory & Adrienne, 9/18)
 - h. Dual Enrollment Offerings at Local High Schools (Joumana & Francisco, 11/13)
 - i. International Student Update (Audrey & Darren, 9/18)
 - j. Student Support System Work Group (Dale, Barbara, Joumana, Madelyn, Tom, Francisco, Eric, 9/25)