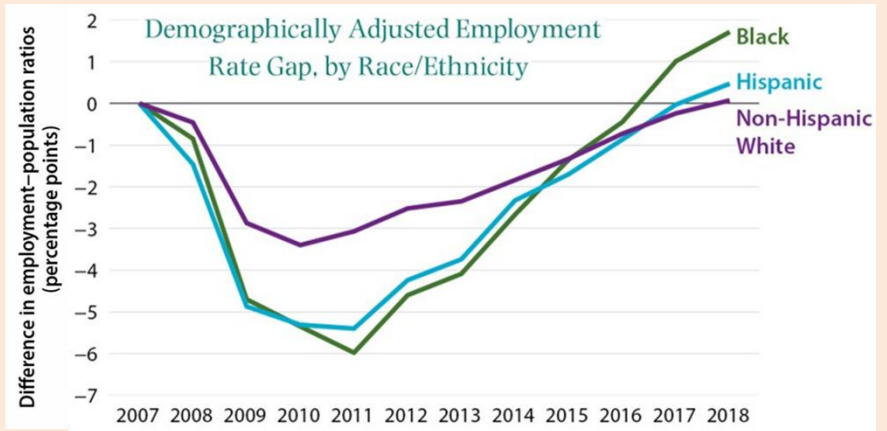




September 25, 2018

1. Cabinet reviewed and discussed the following information items:
 - a. The Latino Faculty and Staff Association has been reincarnated as "Raices" ("Roots" in Spanish). The group held a kickoff celebration hosting a Café con Raices gathering with pan dulce and libations ([flyer attached](#)).
 - b. The Center for Deaf and Hard of Hearing Services will hold an Open House on Wednesday, October 10th, from 4:00 pm to 7:00 pm in 9D. ([Flyer attached](#))
 - c. HACU has announced applications for its National Internship Program ([attached](#)).
 - d. October 15-19 has been designated statewide as Undocumented Student Action Week. See the [attached](#) PowerPoint that publicizes this week.

e. The Brookings Institution published an article ([attached](#)) entitled "Workers with low education levels still not recovered from Great Recession." See graph to the right. Quotes:



- Once we account for demographic change, the employment-to-population ratio for blacks is almost two percentage points worse than pre-recession levels.
- In June 2018, 58.2% of African-Americans 16 and older were employed, compared to 60.6% of whites and 63.4% of Hispanics.

The unemployment rate for African-Americans was still nearly twice the rate for white Americans.

- There are three reasons there may not yet be an end to the slack in the economy.
 - First, as Americans live longer and Social Security retirement age has increased, older Americans are working longer.
 - Second, recovery from the 2001 recession was weak so recovering to 2007 level may not mark elimination of labor market weakness.
 - Finally, given that more-educated Americans tend to have higher employment levels, one might have expected the increase in educational attainment from 2007 to 2018 to have raised the employment-to-population ratio.

2. Cabinet reviewed revisions in AP 3565—Smoking on Campus ([attached](#)) and approved sending the revisions to President's Advisory Council for their recommendation.
3. The Math Department shared ([in the attached email](#)) clarifications to the Math Placement Model Phase 2 Rulesets Draft shown in the [attached document](#) as of 9/23/18. Cabinet noted that Math Department representatives will be collaborating with the Multiple Measures Workgroup to be sure these Math Placement Rules are translated into AQ placement recommendations in a clear and concise manner.
4. Cabinet approved recommendations from Human Resources ([attached](#)) showing the effect of state mandated increases in Minimum Wage Rates on the pay scale for hourly rate staff. Note that departmental budgets will not be augmented for the cost increase meaning that departments will be able to afford fewer overall hours in hourly rate support.
5. Cabinet reviewed the Distance Learning Plan ([attached](#)) that was approved by the Distance Learning Committee last March. The point of reference for Cabinet's review was the state's implementation of the Online Community College ([link](#)) and the continued development of the Online Education Initiative Course Exchange ([link](#)).

6. Implementation of AB 705 mandated Multiple Measures Placement has created challenges and opportunities for Mt. SAC's academic support system. In response, the college has launched an analysis of academic support center alignment. As a first report to Cabinet ([attached](#)), five workgroups were proposed to address consistency and alignment on five key themes:
- Tutoring Outcomes/ Assessment for Effectiveness
 - Budget/PIE
 - Hiring Policies and Procedures
 - Tutor Training
 - Marketing
7. Cabinet was joined by the Student Support System Work Group (Dale Vickers, Chief Technology Officer; Madelyn Arballo, Associate Vice President of Community Ed; Tom Mauch, Associate Vice President of Student Services; Francisco Dorame, Associate Dean of Counseling; and Antonio Bangloy, Director of Enterprise Applications Systems. Discussion centered on the challenges and opportunities related to acquiring EAB Navigate software ([link](#)). See Cabinet Notes on 9/11 ([link](#)) for background.
- An informal survey of community colleges in California (10) and Colorado (3) who have experience with EAB was taken. Results: 6 implemented and satisfied; 4 started and cancelled; 3 beginning implementation.
 - Several team members talked to their counterparts at Pikes Peak Community College in Colorado, the most advanced adopter with three years' work on EAB implementation. Observations:
 - The Director of A&R ([attached](#)) really liked EAB's product especially the ability to tag students by Counselor. Counselors are able to call up their students' information and see on a dashboard how students are progressing. They are happy with the reporting out of EAB.
 - The VP of Enrollment Services ([attached](#)) said that Pike's Peak wanted a system tailored to the way the college does things which slowed implementation significantly. EAB was incredibly responsive to Pike's Peak's demands, and the relationship with the vendor has been positive through the entire process. The system is attractive, intuitive, easy-to-use, and provides enhanced communication features. He thought benefits include the ability for students to build schedules, register for classes, and receive Early Alert notifications.
 - The Director of Advising & Assessment ([attached](#)) said the college uses Banner, SARs, Degree Works, and Outlook (just like us). It is their onboarding system. Students can take a career assessment as part of the process to help guide them to a major. EAB is an overlay on DegreeWorks so the DegreeWorks system and Banner inform EAB. At first, EAB could not utilize the "placeholder function" in DegreeWorks (what Mt. SAC is using to allow multiple choices instead of just one course). Pike's Peak wrote a program to resolve the issue.
 - Cabinet concluded that 1) EAB Navigate is our primary option for software that allows students to create a semester class schedule from their DegreeWorks Ed Plan and then register for those courses. 2) Other features such as onboarding, appointments, and reporting would be a plus. 3) Data analytics is not an available feature at this point, and 4) implementation will take time, additional programming, and perhaps some changes in our business procedures.
 - A field trip to Pike's Peak Community College in Colorado will be planned and will include key members of the work group.
 - A brief discussion on AutoAward was held in preparation for a follow up meeting in the afternoon.
8. Cabinet continued with the development of a research agenda for questions related to implementing the new Student Centered Funding Formula. Cabinet reviewed and updated the Impact of Multiple Measures section of the research matrix ([attached](#)):
- *Implementing AQ* What is the profile of students who follow/do not follow AQ recommendations and the success rates of each group? Disproportionate impact? What is the predictive validity of the high school performance data used for MMP in producing successful course completion? How successful is the use of corequisites for similarly qualified students? Disproportionate impact? What themes emerge when student focus groups are asked about the AQ process?
 - *Guided Self Placement* What models have proven effective in guided self-placement? When counselor input is added to the MMP model, what impact is observed on student successful course completion?

- *Impact of MMP on FTES* What changes has MMP had on FTES in English 1A/Math 100s and below? Disproportionate impact? How effectively is MMP data used to schedule the appropriate number of sections? How effective are corequisite courses in supporting student success in transfer level Math and English? How effective are noncredit Math and English review classes in supporting student success?
 - *Impact of MMP on Award Completion* What changes has MMP had on program completion? Has higher MMP had an effect on earlier entry into and completion of programs?
9. Cabinet also supports exploring increased temporary space for Student Services, specifically portables in the open area just northeast of Mountie Café and the space in 9A formerly occupied by the Bursar's Office—just minor refurbishing for office and reception space. A follow up meeting is planned for 10/1.
10. Cabinet approved two Immediate Need Requests.
- For Technical Services ([attached](#)), \$9,570 one-time for captioning live webcasts and \$1,303 for digital signage players in Building 4.
 - For Welding Instruction ([attached](#)), \$9,433.62 one-time for two 3-phase power sources.
11. Cabinet reviewed the latest update ([attached](#)) on vacant positions under active search.
12. Items for future agendas (items for the next Cabinet meeting are shown in BOLD:
- a. Update on Multiple Measures Placement Workgroup (Audrey, Gregory & Team, 12/11)
 - b. New Resource Allocation Phase 10 SSFF Continued (All, 10/23)
 - c. Revisions to AP 5200 Student Health Services (Audrey, 12/4)
 - d. Academic Support Center Alignment (Gregory, 10/23)
 - e. Follow up on *EAB Navigate* and *ProVerify* software (Audrey, Gregory, Mike, Dale 10/16)
 - f. Student Centered Funding Formula: Summarize 1. Intermediate/Long-term Actions, 2. Construct Draft Research Agenda, 3. Report on Policy Development Process)
9/4 Phase 1; 9/18, 9/25, **10/2 Phase 2 continued**
13. Quarterly Reports to Cabinet
- a. Emergency Response Plan Quarterly Report (Mike Williams & Melonee Cruse, 11/13)
 - b. Building 26A 2nd Floor Classroom Pilot Project (Gary, 12/11)
 - c. Faculty Position Control Quarterly Report (Gregory & Rosa, 10/9)
 - d. Timely Employee Evaluations & Quarterly Cabinet Review (All, 12/18)
 - e. Construction Project/Scheduled Maintenance Quarterly Report (Gary, 12/11)
 - f. IT Projects Quarterly Report (Dale, 11/20)
 - g. Grants Quarterly Update (Gregory & Adrienne, 12/18)
 - h. Dual Enrollment Offerings at Local High Schools (Joumana & Francisco, 11/13)
 - i. International Student Update (Audrey & Darren, 12/18)
 - j. Student Support System Work Group (Dale, Barbara, Joumana, Madelyn, Tom, Francisco, Eric, 12/4)