President's Cabinet Action Notes

Bill Scroggins, *President & CEO* • Irene Malmgren, *VP of Instruction* • Audrey Yamagata Noji, *VP of Student Services*
Mike Gregoryk, *VP of Administrative Services* • Ibrahim "Abe" Ali, *VP of Human Resources*

December 4, 2018

1. Assemblyman Chris Holden, author of AB 288 in 2015 reforming dual enrollment, has introduced AB-30, College and Career Access Pathways (CCAP) partnerships (attached), with revisions to dual enrollment:
    - The bill would delete the requirement that each governing board present the dual enrollment agreement as an informational item at a separate board meeting before approving the agreement at a subsequent meeting.
    - CCAP units completed by a student would count towards determining community college registration priority.
    - CCAP agreement would be required to include a plan, instead of a certification, to ensure specified conditions are met.
    - Only one application would be required of CCAP students for the duration of attendance at a community college.

2. Cabinet discussed a recent on-campus team review of MyPath Software (notes attached). Key points:
    - Integrated with CCCApply so after applying students are directed to the College to continue onboarding.
    - Uses "cards" configured to lead a student down the proper path using CCCApply information.
    - Provides targeted email or text to the student to send reminders or other necessary communication.
    - Students could go to MyPath from the College web site or be routed to MyPath after CCCApply.
    - A webinar describes Sierra College implementation of My Path: https://cccedplan.org/resource-kit/webinars

3. Cabinet reviewed proposed revisions to AP 5200—Student Health Services (attached). Audrey will review the draft and bring a revision back to Cabinet.

4. Cabinet reviewed proposed revisions to AP 5020—Non-Resident Tuition (attached)—and found several issues that needed attention. Mike Gregoryk will review the draft and bring a revision back to Cabinet.

5. Dale Vickers, Chief Technology Officer; Antonio Bangloy, Director of Enterprise Applications Systems; and Barbara McNeice-Stallard, Director of Research and Institutional Effectiveness, provided an update on Tracking Student Participation in Support Cohorts.

    > Support Cohort Example: ACCESS Resource Centers (link1,link2)

    - The purpose of the project is to include data entries in Banner for each of the Support Cohorts[1] and Success Centers[2] for students who are receiving a substantial level of services.
    - Each Cohort/Center will, with research assistance, define the "substantial" level of service to positively impact a student's success goals and attach the Cohort/Center tag to those students in Banner.
    - The project will develop regular reports of the impact of each Cohort/Center on student success metrics for use in accountability reporting, planning, and budgeting for continuous quality improvement.
    - The team will assist in developing a case management system in which counselors, support providers, and related administrators can access and interact with the full range of support each student is receiving—or could receive—to guide that student's progress on the path to their educational goal.
    - Cabinet agreed with the recommendation that the workgroup should include 1) IT: Antonio plus Beverly Heasley and Vimi Bharadwaj; 2) Research: Barbara plus Maria Taai and Lisa DiDonato; 3) Student Services: Tom Mauch plus Sandra Bollier; 4) Instruction: Madelyn Arballo plus Meghan Chen.
    - Cabinet agreed with the work group's proposed tasks and timelines:
    (1) Current: review how the Cohort/Center work is currently being done on a program-by-program basis,
    (2) Current: revise the mechanics of Banner (Cohort/Center entry versus Attributes) and Apex programming for tracking,
    (3) Future: recommend a standardized, campus-wide method (solution) for Cohort/Center tracking including training materials and face-to-face trainings, and
    (4) Future: track students' academic achievements and use of Cohort/Center support services with related reports.

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[1] Support Cohorts: Arise, Aspire, ACES, DREAM, REACH, Pride Center, Honors, VRC, EOPS, Teacher Prep, SSEED, ACCESS Centers
[2] Success Centers: AS&AC, MARC, T-MARC, STEM, WIN, Writing Center, TERC, Language Lab, Nursing Skills Lab, Speech/Sign Center

6. Cabinet reviewed the practice of holds placed on student registration as well as AP 5035--Withholding of Student Records and Registration Privileges ([attached](#)). Cabinet noted that current practice on registration holds is not in line with this Administrative Procedure. Several points were discussed.

4P	Maximum Attempts Exceeded
AD	Admissions and Records
AR	Accounts Receivable
AT	Arts Division
BR	Bookstore Rental Fees
BU	Business Division
CC	Child Development Center
CE	Community Education Division
CO	COTOP Collections Agency
CS	Conserve Collections Agency
CW	CalWORKs Book or Supply Loan
DP	Duplicate Record
F1	F1 Student Hold
FA	Financial Aid
HS	Health Services
HU	Humanities Division
IT	IT Scripted Reg Attempt
LL	Library/Learning Resources
NS	Natural Sciences Division
OR	Orientation Hold
PE	Physical Education Division
PK	Parking Services
PY	Prior Years Obligation
RC	Returned Check
SA	Special Admit
SL	Student Life
SS	Student Services
TH	Technology & Health Division
ZM	Student on Microfilm

- The registration hold issue was reviewed in Fall 2016. At that time, once the hold was placed, any registration activity (adds, drops) for the current term was prohibited. See "Using Attributes for Past Due Holds" 12/16/2016 ([attached](#)). This document describes a "fix" using a "Past Due Memo" system that allows students to drop courses or add noncredit courses as necessary regardless of the existence of a Past Due Hold while still blocking credit course enrollment.
- Also in Fall 2016 a workgroup prepared a report on registration holds ([attached](#)) that described a new and improved "View Holds Screen" and how Fees Due Holds from that point forward were released immediately and automatically when payment was made.
- Recent reviews of the frequency of holds that block registration ([attached](#)) triggered the need for further analysis. A list of those holds is [attached](#) and shown in the table to the right. A list of all hold types beyond registration holds is also [attached](#).
- Dale Vickers, Chief Technology Officer, reviewed discrepancies with AP 5035 ([attached](#)): 16 are based on delinquent fees and so are covered by the AP, 6 are no longer in use, 3 do not block registration, and 7 block registration but are not related to fees and so not covered by AP 5035. These are 4P, DP, F1, HS, OR, SA, SL.

Cabinet agreed that further steps are needed:
- Rewrite the AP to cover holds beyond just blocking registration, and include recent improvements in the process of establishing, communicating, and clearing holds.
- Review the criteria for registration holds to determine if holds are still needed, and evaluate if other types of holds (transcripts, graduation, etc.) may be more appropriate than blocking registration.
- Review those authorized to establish ([attached](#)) and activate ([attached](#)) student holds, and clarify criteria those authorized individuals are to follow.

7. Cabinet was joined by Madelyn Arballo, Associate Vice Present of Instruction; and Meghan Chen, Dean of Library and Learning Assistance to provide an update on the Academic Support Alignment Project. Highlights of the coordination effort ([attached](#)) were provided in five areas: Outcomes, Budget/PIE, Hiring, Training, and Marketing. The project shares a goal with Guided Pathways, "To efficiently provide students and faculty with academic support." A crosswalk with Guided Pathways (attached) outlines guiding principles, current subgroup activities, and Guided Pathways alignment. The Cabinet discussion revealed that the vision of both the principles and practices for the Academic Support Alignment Project were universally shared among those on Cabinet and those on the workgroup. Briefly:
- Academic Support should be a campus-wide unit with common standards and broad coordination.
- Academic Support should become a campus unit for purposes of PIE planning and budgeting.
- Academic Support should retain its distributed delivery to serve targeted populations with local scheduling, facilities, and scope managed by the host unit in Instruction or Student Services.
- Integrating elements include common metrics, training protocols, marketing and outreach processes, login codes, tracking mechanisms, and web page designs and links.
- An "Academic Support Czar" should oversee coordination and communication with personnel at each site appropriately placed to coordinate and oversee operations.

8. Cabinet received and discussed an update ([attached](#)) on the Auto Award process. The analysis of those leaving the college in June 2013 resulted in the following auto award outcomes.
   - Based on previous Cabinet direction to process awards to students who met degree requirement for their declared majors, 66 associate degrees and 26 certificates were awarded.
   - For students who met degree requirements in undeclared majors, 108 degrees were awarded to those who had requested transcripts to transferring institutions thus signaling completion of their Mt. SAC studies.
   - There were 32 students who would have met degree requirement with Reading or PE Activity waivers. However, Cabinet agreed that no consideration would be given to waivers in the Auto Award process.
   - There are 806 students from the June 2013 Leaver Cohort for whom analyses have not been completed.

   Cabinet also reviewed the result of a survey ([attached](#)) of California Community Colleges on the status of Auto Award at those colleges. Of the 36 colleges responding, only 4 colleges auto award degrees and 13 auto award certificates. All but three colleges require petitions for awards.

9. Items for future agendas (items for the next Cabinet meeting are shown in BOLD:
   a. Update on Multiple Measures Placement Workgroup (**Audrey, Joumana & Team, 12/11**)
   b. Revisions to AP 5200 Student Health Services (Audrey, 1/15)
   c. Revisions to AP 5020—Non-Resident Tuition (Mike, 1/15)
   d. Review of Holds Placed on Student Registration (Audrey, Mike, 1/15)
   e. Student Centered Funding Formula—Continued Follow Up
      A. Tracking Student Participation in Cohorts (Student Support Workgroup (Dale, Antonio, Barbara, 1/22)
      B. Noncredit Support of SCFF & Multiple Measures (Madelyn, 12/18)
      C. Implementing SCFF Research Agenda and Data Reporting/Analytics (Barbara, 12/18)
      D. Auto Award/Near Completion Projects (Audrey, George, Dale, 1/22)
      E. Improve Selection of Major in Banner (Audrey, Francisco, Dale, 1/22)
      F. *EAB Navigate* Schedule Building & Data Analytics (Student Support Workgroup--Dale, 1/22)
      G. Increasing Financial Aid Awards: *ProVerify* software and Case Management (Audrey, Chau, Dale, 1/22)

10. Quarterly Reports to Cabinet
    a. Emergency Response Plan Quarterly Report (Duetta & Melonee, 3/26)
    b. Building 26A 2nd Floor Classroom Pilot Project (Gary, 1/8)
    c. Faculty Position Control Quarterly Report (Joumana & Rosa, 1/15)
    d. Timely Employee Evaluations & Quarterly Cabinet Review (All, 12/18)
    e. Construction Project/Scheduled Maintenance Quarterly Report (Gary, 1/8)
    f. IT Projects Quarterly Report (Dale, 3/19)
    g. Grants Quarterly Update (Adrienne, 12/18)
    h. Dual Enrollment Offerings at Local High Schools Quarterly Report(Joumana, Joel & Francisco, 2/12)
    i. International Student Quarterly Update (Audrey & Darren, 12/18)
    j. Academic Support Alignment Project Quarterly Report (Madelyn, Meghan, 1/22)