President's Cabinet Action Notes

Bill Scroggins, *President & CEO* • Richard Mahon, *VP of Instruction* • Audrey Yamagata Noji, *VP of Student Services*
Morris Rodrigue, *VP of Administrative Services* • Ibrahim "Abe" Ali, *VP of Human Resources*

July 21, 2020

1. Cabinet reviewed and commented on the following information items:
   a. In conjunction with the VOICES committee, the 2020 College Champion Award recipients were selected (attached). The many nominations covered the gamut of amazing accomplishments of our faculty and staff this year at Mt. SAC. Congratulations to:
      - Burning Bright – Recognizing impact on the campus community
        ➢ Hugo Aguilera, Computer Resources Technician, Library & Learning Resources
        ➢ Faculty Center for Learning Technology
      - Torch Bearer – Recognizing impact beyond the campus community
        ➢ Daniel Cantrell, Professor of Communication
      - Eternal Flame – Recognizing lifetime achievement
        ➢ Craig Petersen, Professor of Biology
   b. The Board of Governor's recognized Madera Community College as the system's 116th college (attached). This designation follows a vote by the Accrediting Commission for Community and Junior Colleges granting the campus initial accreditation. Madera CC is part of the State Center Community College District. Our own Barbara McNeice-Stallard, Director of Research and Institutional Effectiveness, was on the visiting team to Madera and celebrates with the newest College on their success.
   c. Moody's Investor Services has assigned Mt. SAC a Bond Rating of Aa1 (attached). This is the second of our Bond ratings. Confirming the good work that the College is doing to stay fiscally sound and stable, Moody's notes, "The district's strong management team and stable enrollment are also factored into the rating." Kudos to the amazing work of the Administrative Services team in representing us in the ratings interviews.
   d. The Academic Senate Flex Day Committee has requested a Vice President Roundtable Breakout for Flex Day on August 21. Vice Presidents are looking forward to the Q&A panel with faculty.

2. Lance Heard, Vice President of the Academic Senate, has been involved in the Regional CTE Consortium as it relates to a project request for a Regional Collaborative 'Academic Resource Innovation Hub,' which is a faculty professional development hub for CTE (attached). Lance and Bill will be promoting this project at the LA/OC Regional Consortium Governance Council meeting on August 6.

3. An article published by School Services of California, "Tax Receipts Exceed Lowered Expectations So Far," (attached) discusses the complication that the extension of personal and corporate tax filing deadlines to July 15, 2020, as personal income tax and corporate tax are critical revenue sources for public education in California. Projections by the Legislative Analyst's Office shows revenues from personal income and corporate taxes are outpacing the 2020-21 State budget projections by approximately 20%. The graph to the right examines tax receipts from April 1 through July 17.

Although the receipts have surpassed expectations in the 2020-21 State Budget Act, these revenues have fallen behind the 2019 pace by roughly 9%. The month of July will be a critical month for revenue tracking.
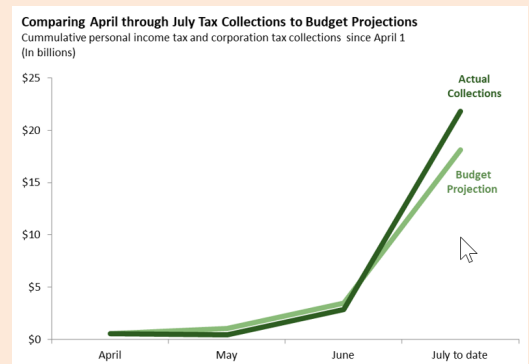
4. Cabinet continued discussion on the Mt. SAC Path to Recovery and campus reopening:
    a. Dr. Ann Walker provided a July 15 update (attached) that focuses on COVID-19 vaccines. As of now, there are four vaccines that have started efficacy trials. As Dr. Walker notes, it will take some time to produce enough vaccine to provide for everyone who needs it. An advisory group will determine how the initial supply of the vaccine is allocated.
    b. Cabinet discussed the current version of the Mt. SAC Guide for Essential Employees (attached) produced by our Return to Campus Workgroup. Morris notes that, as we learn from implementing these processes, this guide will evolve.
    c. Cabinet had further discussion about the challenge of the collection of information for contact tracing and how to ensure appropriate dissemination of that information.

5. Cabinet was joined by Barbara McNeice-Stallard, Director of Research and Institutional Effectiveness (RIE) for an update on Implementing SCFF Agenda and Data Reporting/Analytics (attached). Highlights:
    - COVID halted the work on Tracking Students in Support Cohorts. IT, appropriately, paused work on this project. Recently, REI secured funding to update the Operational Data Store (ODS) which provides data views for the Research Department staff. On a positive note, Barbara met with her team and IT on implementing the EAB analytics function, and Lisa DiDonato shared Research's Smartsheet on the potential cohorts across the campus. IT is updating the SmartSheet, which should provide more opportunities for the Cohort Tracking project. Barbara will share the Smartsheet with Bill. Meghan Chen and Madelyn Arballo are moving forward at an exceptional speed with their cohort tracking work from the Academic Support Coordination Project work. Going online allowed the Academic Support Centers to change to a virtual "swipe system." This is work that the College may share across the state.
    - The Noncredit Support of SCFF and Multiple Measures work has continued. Our noncredit is #1 in FTES in the state with 31% growth over the last four years. The School of Continuing Education (SCE) has successfully switched to online courses, and some courses have even increased enrollment. Correspondence courses, an accreditation option for noncredit courses only, are being reviewed for implementation in the Adults with Disabilities program. SCE is reviewing competency-based education as a possibility for displaced workers who must transition to new occupations. Our system is not well prepared to award credit for prior learning and associated transferrable skills. The process involves assessing a displaced worker's current skill set and providing gap training to fill in the skills needed for a new in-demand occupation. Currently, California has no funding system or college degree/certificate award system that recognizes this need.
    - CalPASS PLUS follow-up for K-12 full participation is still on hold. Barbara will ask if the ASSIST database is operational as this might help with momentum on this project.
    - The Auto Award/Near Completion/Selection of Major work is continuing. The team began using Power BI as a data dashboard tool to display data in a more powerful way than Argos reports could provide. COVID-19 has taken time away from the completion work. The Completion Center is contacting students via email and mailing completion certificates to students. The Center is shifting their approach to more work with students for Fall enrollment.
    - The EAB Navigate team, along with Faculty leadership, used EAB Navigate to conduct an early alert campaign. Faculty identified students who might need some assistance in specific areas and/or were not showing up for classes. These students were contacted via phone and emails and referred to services such as counseling. Faculty appreciated the effort, but identified that there was no feedback about the outcomes of their early alert notifications. Audrey will bring this matter to AMAC with Francisco Dorame to discuss the possible forming of a response team for the Fall.
    - Research continues to be busy on various research projects.

6. Cabinet was joined by Joumana McGowan, Associate Vice President of Instruction; Kevin Owen, Director of Technical Services; Brandin Bowman, Assistant Director of Technical Services; and Mika Klein, Senior Facilities Planner, to provide an update on the Room Utilization/Cap Load Ratio Project. The Task Force has been meeting bi-weekly and has expanded to include faculty. Highlights:
   - A small core workgroup has been formed to assure that scheduling is done appropriately through Banner and 25Live. The smaller subset of classes that are returning to on-campus instruction this week has allowed the workgroup to use this manageable group of courses to do an audit comparison between Banner and 25Live to discover issues needing resolution. The group is working on identifying ways to mitigate and solve issues from moving from two systems to a unified system. They continue to look at ways to refine the information in the system. Next up is working through the audit on Fall schedules. Many members of this Workgroup also are on the Return to Campus Task Force and have been providing summer section data and working with divisions on Fall campus scheduling.
   - CollegeNet, the provider for 25Live, has been doing some work during the pandemic and has recently produced new reports that will help with planning for efficient building occupation.

7. Cabinet was joined by Rosa Royce, Chief Compliance and College Budget Officer, and Joumana McGowan, Associate Vice President of Instruction, to provide an update on the Faculty Position Control Report (attached). Highlights:
   - Seven new retirees have been added to the list since the last report (April 21), bringing the total to 28 separated positions. Twenty-six are budgeted from the Unrestricted General Fund, one from CAEP funds (California Adult Education Program), and one from EOPS funds.
   - Already authorized for hire are 22 positions from the Unrestricted General Fund, one from CAEP funds, and one by repurposing short-term vocational hourly faculty funds.
   - The Updated Faculty Obligation Number report (attached) presents two scenarios. The Chancellor's Office provided an advance count for FON as 446. The recently provided P2 FON, however, is 408, but, this number is based an 8.16% apportionment deficit factor. This P2 number would put us over FON by 38 positions for the Fall. Rosa reports we are waiting for the revised apportionment revision for P2 which is anticipated to be revised based on a lower deficit factor. Rosa provided a scenario that assuming a revised 1% deficit factor. This would put us over FON by just four positions and is a much more reasonable scenario.

8. Cabinet was joined by Lianne Greenlee, Director of Professional and Organizational Development, and Lisa Rodriguez, Assistant Director of Professional and Organizational Development, to provide a quarterly report on Title V (attached). The five year $3,248,423 Federal Title V Grant was awarded to Mt. SAC starting last October to create an equity-minded campus culture to improve student outcomes and to support the campus through institution-wide professional development. The grant supports 32 projects under seven broad goals that have nine measurable objectives. These projects are specifically developed and funded for faculty, staff, and students to meet their equity, cultural competence, data, or technology professional development needs. As noted in the attachment, nine projects have significant work completed (identified in green), eight projects are moving forward (identified in yellow), and 16 are planned, but not begun (identified in white). Highlights:
   - Goal 1 – Support faculty in exploration of new research and teaching models that enhance student learning and improve educational outcomes for students from diverse backgrounds:
     o CORA Equity in Education Certificate Program has had widespread participation. Due to management support, there are 220 faculty and staff who attended one of the four orientations and 201 are now set to complete the Certificate.
     o Brain Based Teaching and Learning has been reimagined in online delivery. It is based on research in effective teaching practices and has been offered seven times this Summer.
     o Over 60 applied and 31 faculty have been accepted to the Summer cohort of the ACUE American Council of Education's Course in Effective Teaching Practices. The curriculum is equity-minded and equity-

informed approaches that engage students. Cabinet encouraged the group to capture the information to evaluate the curriculum ideas that come out of this work.

- o The Magic Mountie Podcast is a project of the Professional Learning Academy, which has a broad range of topics.

- Goal 2 – Improve practices that integrate technology with academic excellence to create an enhanced learning environment for a diverse student body:
  - o Continued professional development for faculty, as well as online staff using technology tools, and promotion of online support services for students.
- Goal 3 – Build the capacity of faculty to access, understand, and use data to measure the impact of pedagogies on student outcomes:
  - o To accomplish much of Goal 3, the hope is to recruit three to seven data coaches. There was discussion on ensuring that the coaching includes training on data collection bias and being able to communicate this information. Lianne noted that we have received some models from CORA on guiding these processes and will have further discussion about the data coaches. We also have an internal Senior Researcher in RIE who has experience in this area that will be consulted. The campus commitment to equity is to provide each student with the learning environment that will assist them in achieving their full potential. Cabinet's interest is in coaching being based on working with individual students and seeing patterns of the challenge of learning that students face—looking at the institutional barriers that students face; adapting pedagogy to what students need—group work, ability to use student generated standards to what constitutes effective communication—erasing the traditional biased data approach to research.
- Goal 4 – Provide staff with the knowledge and skills required for effectively engaging students in meaningful and culturally positive ways.
  - o Continued professional development for staff and management.
- Goal 5 – Enhance students' cultural awareness, personal development, and leadership skills:
  - o Personal development workshops, leadership development, and student involvement in Title V Steering Committee have been started.
- Goal 6 – Increase students' financial literacy, including awareness of financial aid options, financial planning, and debt management:
  - o There is much planned, but not yet started.
- Goal 7 – Improve campus-wide cultural competence and cross-cultural dialogue:
  - o One Book, One Campus has been a successful event and continues.
  - o Inviting guest speakers focused on topics of cultural competence continues, and J. Luke Wood will be providing a keynote at CPD-Day.

9. Cabinet approved the recruitment to proceed for the following position:
   a. Chief Technology Officer position (retirement for Dale Vickers). Morris to process the Request to Fill (attached).

10. Cabinet approved Request to Fill Log (attached) for the following positions:
    a. Fiscal Specialist (vacancy for Dayana Duarte) (attached)
    b. Fiscal Technician II (vacancy for Graciela Espinosa) (attached)
    c. Assistant Director, Community and Contract Education (New) (attached)

11. Cabinet reviewed and/or approved the following job descriptions:
    a. Manager, Academic Support (attached) was reviewed and will be approved at the next Cabinet meeting.
    b. Web Content Specialist (attached) was approved.
    c. Assistant Director, Community and Contract Education (attached) was approved.

12. Cabinet approved an Immediate Need Request for Human Resources for Workforce Leaves Software for $52,000 one-time (attached).

13. Richard reported that he met with the Deans to rank courses proposed to return to campus if approved by Cabinet to do so ([attached](#)). The Deans will continue to rerank courses that come forward. The priority will continue to be those programs that are on the Governor's essential workforce list, however, the Instruction team is preparing for the opportunity of the future ability to reopen the campus as released by the LA County Department of Public Health. Until LA County and California state directives allow reopening of college campuses at Stage 3 of the Roadmap to Recovery, the courses will be in the wings, working on their protocol plans now and planning for future options.

14. Morris reported:
    - He met with Bookstore manager Suzanne Luetjen who has had follow-up communication with various instructional departments. Suzanne is confident that the Bookstore can handle producing student ID cards as well as processing vouchers for students to purchase books. She and her staff are currently developing procedures for social distancing in Bookstore operations. Morris will continue to work with Suzanne and her Bookstore staff.
    - A request from City of Walnut for a Drive in movie has been received. The request is for a large parking lot, limited to 150 vehicles, and limited support that would need to be provided from the College. There was Cabinet discussion about off campus groups using College facilities, and it was determined that all external events would be suspended at this time due to the pandemic.
    - Bill, Audrey, and Morris met with Foothill Transit regarding the Class Pass program. Currently, Foothill Transit is not requiring riders to show bus passes because passengers are boarding from the rear of the bus. This process will continue through the Fall semester. Therefore, Mt. SAC students, credit and noncredit, will be able to ride Foothill Transit busses without needing to show their student ID or Class Pass sticker. As there is no expectation that the college continue our payment to Foothill Transit through the Fall, Mt. SAC will discontinue the student fee for this service for students enrolling this Fall.

15. Abe reported that he enjoyed attending the Minority Male Initiative meeting and will be very happy to participate in the future.

16. Audrey reported she will work with Morris on student use of book vouchers at the Bookstore.

17. 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, 7/28**)
    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, and Team, 7/28**)
    d. Management Workgroup for SEAP funds (Audrey, Madelyn, and Rosa , 9/8)
    e. Student Centered Funding Formula—Continued Follow Up
        1. Noncredit Support of SCFF & Multiple Measures (Madelyn, 8/11)
        2. Implementing SCFF Research Agenda and Data Reporting/Analytics (Barbara, 10/20**)**
        3. Auto Award/Near Completion (Audrey, George, Francisco, Dale, 8/11)
        4. EAB Navigate Schedule Building & Data Analytics (Student Support Workgroup-- Francisco, 8/18)

18. Quarterly Reports to Cabinet
    a. Emergency Response Plan Quarterly Report (Duetta, 10/13)
    b. Room Utilization/Capacity-Load Ratio Project (Gary, Mika, Joumana, and Kevin, 10/20)
    c. Faculty Position Control Quarterly Report (Joumana and Rosa, 10/20)
    d. Construction Project/Scheduled Maintenance Quarterly Report (Gary, 8/18)
    e. IT Projects Quarterly Report (Dale, 8/11)
    f. Grants Quarterly Update (Adrienne, 10/6)

g. Dual Enrollment at Local High Schools Quarterly Report (**Joumana, Joel, Marlyn, and Lina, 7/28**)
h. International Student Quarterly Update (George and Darren, 9/8)
i. Academic Support Coordination Project Quarterly Report (Madelyn and Meghan, 10/13)