MT. SAN ANTONIO COLLEGE

EXPANDED PRESIDENT'S ADVISORY COUNCIL

MINUTES

November 18, 2020

Attendance:

☒ Bill Scroggins, Chair	☐ Robert Stubbe	☒ Morris Rodrigue	☒ Eric Lara
☒ Madelyn Arballo	☐ Diondre McBride	☒ Thom Mauch	☒ David Beydler
☐ Vacant	☐ John Lewallen	☒ Joumana McGowan	
☒ Rosa Royce	☒ Carol Nelson	☒ Michelle Sampat	
☒ Joan Sholars	☒ Hugo Fulcheri	☒ Dale Vickers	
☒ Kristina Allende	☒ Sophia Ruiz	☒ Gary Nellesen	
☒ Kelly Rivera	☒ Brigitte Hebert (notes)	☒ George Bradshaw	
☒ Lance Heard	☐ Bill Rawlings	☒ Barbara McNeice-Stallard	
☒ Chisa Uyeki	☒ Irene Malmgren	☒ Kim-Leiloni Nguyen	
☒ Emily Woolery	☒ Audrey Yamagata-Noji	☒ Bruce Nixon	
☐ Vacant	☐ Sokha Song	☐ Antoine Thomas	

Guests: IEC Members, Elizabeth Casian, Ned Weidner, Tiffany Kuo, Lisa Rodriquez, Tania Anders, James Stone, Mika Klein, Antonio Bangloy, and REI members.

The meeting was called to order at 3:14 p.m.

1. **Welcome**

    a. Overview of meeting purpose

    Dr. Scroggins welcomed all participants and guests and provided the purpose for today's meeting.

    Expanded PAC is a structure that is explained in our administrative procedure related to strategic planning. We hold an Expanded PAC meeting twice a year, once during the fall semester and once during the spring semester. Expanded means, not only do we have the members of the President's Advisory Council participate, but the AP states there are additional individuals, who are related to strategic planning, that attend. Beyond that, it is an open meeting. We announce it and encourage those from all over the campus to come and participate in order to have this be a collective activity. The purpose of Expanded PAC is a way to get broader input into strategic planning. PAC oversees strategic planning, but the Institutional Effectiveness Committee (IEC) is responsible for it. There is a direct connection between the work of IEC and the work of PAC. Therefore, the overall purpose of this meeting is to regularly develop and update the Strategic Plan for the College.

b. Why are we here?

We are to here to learn how to plan in a more strategic method. Our planning has been to follow the Chancellor's office "The Vision for Success". We spent valuable effort aligning with this plan, but it didn't produce a strategic plan. One of the reasons we are here is to learn from past efforts associated with planning and see what we can do to benefit and improve upon them.

c. What is Strategic Planning?

We are a planning college. We are doing great work at the planning level and have learned that we are good at planning year to year. We have tapped into the many programs that are listed on the agenda today. These programs think about goals that actually have objectives and measure them with data. It is crucial that we change our perspective and build a strategic plan by acknowledging this great planning work that is going on in these programs.

The PIE process is done every year and is connected to budgeting. The budgeting process meets the ongoing needs and is driven by the PIE process. It is recognized as a driver for our budget and for planning the future. We used forward thinking for planning, but it was done more without a strategic discussion connected to planning. We want to learn how to plan for the long term.

We also learned that we need to use data at a college level basis. We had college level goals, but we were not always global. One of the things we learned from our previous planning is this level of themes was very useful. We are going to ask about goals, but we are also looking for themes that are at a college level that might connect this work together.

We are very rich in data and have progressed from just reporting on what we had been doing to what's called "Data Analytics"; looking ahead on a more global level with regards to Student Equity and implementing AB 705.

Let's see if we can take what we will learn today in all of these areas by listening to those who are presenting and create a Strategic Plan.

According to Dr. Scroggins, *"Strategic is used because it is action focused. If action doesn't derive from the planning, the efforts don't produce the outcomes"*.

2. **Mission, Vision, and Core Values**

Chisa provided the Mission and Vision Statement and Core Values for all participants to read.

When we think about strategic planning, or really any of the work we do anywhere, it is tied to our Mission Statement and what we use to describe the work that we are doing. The mission is what we are doing. It drives the college and our work. The vision is where we are going. We do the work in our mission to reach towards that vision. The core values is

what we believe what our shared expectations are of each other and we use that to guide our actions. It is important that we embody that in our work and show that in our interactions with our students.

In the presentations you will hear today, think about the goals of our Strategic Plan. Those are our goals that will help us reach this work. It helps us with our mission work moving towards the vision, while embodying those core values. It is not that we are not doing the work, but we are just going to articulate it and then we can all have the same shared expectations on where we are going and connect those pieces.

(Please see BoardDocs for presentation details)

3. **Presentations Introduction**

Below is just a sample of the current initiatives that are occurring on campus. This allows us to see a window into their actions and begin to think about what that says about us as a college.

Each program was given four questions that they will address during their presentation.

a. Guided Pathways (Sampat)

What are you doing and what is the primary goal?
- Mt. SAC Guided Pathways to Success (GPS) is about collaborating, innovating, and integrating equity-based practices to improve student success. The primary goal is to keep students at the center of our work and make it easier for students to get the help they need every step of their community college experience. To that end, our work has focused on these key areas:
    - Creating and Institutionalizing a Structure - Through the integration of the various components of Guided Pathways to Success, equity-based and student-centered institutionalized change is occurring. In the 2019-20 academic year, the work group became a standing governance committee and two of the subgroups became independent academic senate committees: The Retention and Persistence Committee and the Mapping and Catalog Committee. The research group integrated into the existing outcomes committee.
    - The Student Experience - Equity and access are the cornerstone of supporting students in the educational pathway. The onboarding experience for approximately 1000 students begins in the summer with Summer Bridge and the Summer Transition Enrichment Program (STEP) which are aligned with the Promise Plus program. In Mountie Academic Plan (MAP) workshops, students are introduced to Career Cluster meta majors and supported in the creation of a first-semester educational plan and are introduced to concepts such as navigating their student portal, registration, and academic support, including college counseling. Through collaboration between counseling faculty and non-counseling discipline faculty, Guided Pathways program maps

have been created for over 300 programs as well as for transfer to Cal Poly Pomona. GPS supports Mt. SAC's commitment to career education by supporting a robust array of career inventory information organized by courses, providing career specialists campus wide to help with work experience, implementing software such as Career Coach, and ensuring career and salary information (labor market statistics evidence) is integrated into CE (Career Education) programs. Through coordination of academic support, robust student services programs, and continued evaluation of current processes, the GPS effort continues to seek ways to improve and enhance the student experience.

- o Supporting Innovation - Guided Pathways created two funding opportunities to inspire and support faculty innovation and exploration of tools and strategies to engage students: Mini-Grants and RISE (Re-Imagining the Student Experience).
- o Creating Community - GPS has led, organized, and/or supported multiple opportunities for faculty, staff, and administrators to engage in collaborative, student-center, and equity-based professional development designed to create a campus wide sense of community. Presentations to campus on the ongoing work of GPS have continued to be incorporated into campus events. The New Faculty Seminar, which provides new faculty with information and resources essential to successfully navigating the first year of full-time faculty employment at the college, has also deeply integrated the GPS framework. In Spring 2019, the first Mountie Faculty Focus Retreat was held. During this retreat, faculty engaged in discussions and participated in active learning experiences which modeled how to use evidence-based practices to embed Equity and the Guided Pathways framework in their pedagogy.

What direction is that leading us?
- Equity serves as the guiding principle of Guided Pathways. The four pillars (Enter the Path, Clarify the Path, Stay on the Path, and Ensure Learning) serve as the framework for assessing progress in each area. GPS is leading us to continue to examine institutional structures, processes, and services to determine how to improve the student experience.

How will the implications of the work guide the future direction of the College?
- The goal of GPS is to Increase student success and reduce equity gaps. As we continue to evaluate College structures, services, and processes with a student-centered, GPS lens, this work will guide future improvements that will help remove barriers to student success.

What data guides you?
- Guided Pathways at Mt. SAC is also committed to research, data, and evidence-based practices to improve student success. The GPS team works closely with the office of Research and Institutional Effectiveness to conduct research projects and disseminate relevant findings that guide our work. Additionally, GPS highlights the importance of research by funding a dedicated full-time Research Analyst for GPS work.
- The offices of Instruction and Research and Institutional Effectiveness (RIE) have partnered and developed a new Enrollment Information Tool (EIT) that helps department

chairs and deans develop a more student-centered schedule to help the students complete their pathways. RIE will be providing a Course and Program Success Rate report to help keep us focused on ensuring students are entering and completing their pathways.

- Students are also regularly involved in research projects. The GPS team has used focus groups to test the utilization of software, the navigation of websites, and the appropriateness of the language used to communicate with students. One specific project investigated student pathways and experiences through college qualitatively by having students draw their pathway and indicate roadblocks and accomplishments.

b. Educational Access (Weidner, Kuo, and Rodriguez)

What are you doing and what is the primary goal?
- The primary goal is to increase access to transfer-level English courses with the hope that this increased access will diminish the equity gaps.
- To do this we replaced our written assessment (AWE) with a guided-self placement system (AQ), created corequisite transfer-level English courses, encouraged the use of just-in-time remediation, culturally competent curriculum, and equity-based assessment practices through our communities of practice.
- The data coach team is formulating strategies and developing instructional modules to teach faculty members data literacy, and coach them on data access and data inquiry.
- The goal is to for faculty members to be self-evaluative, and self-aware (with respect to racial consciousness, e.g. identifying equity gaps in one's own classroom) by accessing and using data to improve student outcomes.

What direction is that leading us?
We have increased access
- Access rate in transfer level English increased drastically for fall cohorts from 16.5% to 98.3% over five-year period with the big jump starting with Fall 2018 cohort
- Six times more students started at transfer level English with Fall 2019 cohort than with Fall 2015 cohort
- Gender gap in access rates diminished by fall 2019
- Ethnicity gap in access rates improved drastically by fall 2019.
We have increased overall success:
- 1YR throughput rate in completing transfer level English increased from 33.5% to 68.7% over 5YR
- Number of students completing transfer level English within one year more than doubled since 2015
- For individual instructors: alignment of equity-based skills gained through professional development and classroom learning outcomes.
- For departments: understanding and implementing equity-based strategies in course-related matters (e.g. textbook costs, DL vs F2F)

How will the implications of the work guide the future direction of the College?
- We will need to become a student-ready campus
- Classroom instruction should be built with embedded high support
- We will also need to do a better job of supporting students basic needs
- We will have to research how our placement changes affect other disciplines.
- Improve communication among and between faculty members, departments, and divisions.

- Improve student outcome and success for all students, specifically students who have had lower success rates.

What data guides you?
- We are driven by ethnically, gender, and economic status success data, specifically throughput.
- Current and future data dashboard information, including college-wide, state-wide, and national databases.

c. Sustainability (Anders and Stone)

What are you doing and what is the primary goal?
- The Climate Commitment Implementation Committee advocates, guides and informs the campus community about the Climate Action Plan (CAP), the Second Nature Carbon Commitment, and the sustainable implementation of the CAP and the Carbon Commitment, including:
  - Raising awareness within the campus community and the broader community about climate change and the necessary institutional and cultural shifts that need to occur to adapt to unavoidable climate change and to prevent what we cannot adapt to.
  - Supporting the incorporation of sustainability and climate change across the curriculum.
  - Working to increase awareness of the requirements for a sustainable, equitable and inclusive society.
  - Promoting compliance with laws and regulations, including Mt. SAC's commitments as described in the Climate Action Plan and the Carbon Commitment, affecting greenhouse gas emissions and sustainable use of resources.
  - Collaboration with Student Government and Groups to foster sustainability on campus and beyond (Sustainability Awards, Earth Day events, Sustainability Campus Tours, internships, projects, etc.)

What direction is that leading us?
- The Climate Commitment Implementation Committee promotes:
  - The communication, study, and adoption of best practices in sustainability and the rapid and widespread dissemination of this knowledge and these practices among the campus and broader community.
  - Faculty trained to embed sustainability into their curriculum ("Leaf courses") with the long-term goal of offering a Sustainability Certificate for students.
  - Economic practices on campus and within the broader community, including purchasing, contracts, construction, conservation, workforce training, and investment policies that are in alignment with the goal of net neutrality in greenhouse gas emissions and other objectives listed in the CAP.
  - The integration of environmental, equity and social justice objectives on campus by establishing a Center for Inclusive Excellence and Sustainability run by a fulltime Sustainability Director.

How will the implications of the work guide the future direction of the College?

- With the implementation of the CAP and the components described within (see above), Mt. SAC has the opportunity to become a leader in the region to model a sustainable and equitable campus community by providing infrastructure that promotes sustainability (LEED certified buildings, renewable energy, transportation center, bike paths, composting of food waste, food pantry, specialized programs and centers, etc.) and having a campus community (faculty, staff, and students) educated about and passionate to implement sustainability in their lives and to transform the broader society.

What data guides you?

- The most significant data that guides the work of the Climate Commitment Implementation Committee is the annual Greenhouse Gas Inventory (as reported to Second Nature) since it is impossible to reduce what is not measured.
- We measure the incorporation of sustainability into the curriculum primarily on the basis of the number of Leaf-designated courses offered by Mt. SAC faculty. Leaf-designation is awarded based on a course having substantial sustainability content.
- We measure sustainable practices in purchasing, contracts and investments by weighing returns on investments against sustainability defined in terms of both social equity and environmental sustainability.
- We review best practices at other campuses to measure Mt. SAC's progress and to gauge what is possible for Mt. SAC to achieve in all areas related to social equity and environmental sustainability.

d. Completion Breakthroughs (Bangloy and Bradshaw)

What are you doing and what is the primary goal?
- The combined efforts of Admissions & Records, IT and Counseling have helped the units improve the functionality of the Power BI reporting tool. This enhanced ability allows for the combination of information related to the students' proximity to a targeted educational goal with their counselor approved Educational Plans. These two data points will allow the Instructional Division to determine the demand in a given term for specific courses and thereby ensure that targeted seating capacity is available to meet the needs of students.

What direction is that leading us?
- The campus is hopeful that this timely information will allow for a significant decreases in the amount of time it takes for a student to achieve their targeted educational goal by ensuring that seating capacity is available when the students are desirous of taking courses.

How will the implications of the work guide the future direction of the College?
- This data has implications for classroom availability, instructor hiring, instructor workload, student time to degree, degrees/certificates awarded and other campus success metrics

What data guides you?

- Key data elements include: course demand and educational goal completion percentage as determined by DegreeWorks, Course availability data as determined by BANNER course scheduling, and educational goal on file as determined by BANNER.

(Please see BoardDocs for all presentation details)

Feedback:

Participants were asked to answer the following four questions using the platform Padlet:

1. What is the primary goal of the project?
2. What direction is the project leading us?
3. How will the implications of the project guide the future direction of the College?
4. What data guides the project?

The following themes were a result:

- Access
- Equity
- Social Justice
- Completion
- Maximizing/Understanding Data
- Professional Development
- Completion
- Date Use
- Basic Needs Support
- Inclusive Excellence
- Sustainability
- Engagement

4. College Goals and Objectives

a. Definitions

We need structure. We do need processes, but the structure in the process needs to be responsive to what we heard today.

In reflecting on those principles in terms of common language, the first element is "Goals". Goals are those things that are aspirational. It is very important for an organization to be aspirational. The planning is rooted in the mission, vision, and core values of the institution. That is what we use to determine what our goals are.

Aspirational goals are important and can be interpreted in many ways. An example would be sustainability and the objective of zero emissions or how we construct our buildings. Another aspirational goal that emerged from today's work is being student focused on student achievement. The objective would be it reduces challenges that the students

face and it takes advantage of opportunities for students to achieve beyond what they expect and it is done in a way that is both assessable and equitable. Both of these are measurable.

Creating aspirational goals that are measurable are important and can tell us whether our progress is moving forward. Also, objectives are action oriented and use elements that allow us to plan our work going forward.

   b. How does this information form the future – implications for future planning?

The following are our institutional commitments, planning strategies that we can use along with our core values to determine whether the goals and objectives are in line with the practices for future planning:

- Practitioner Leadership
- Integrated Professional Development
- IT integration as we develop initiatives that help programs – follow not lead
- Data informed decision making and makes use of predictive analytics

According to Dr. Scroggins, *"I encourage the group that is going to follow up with this meeting on creating the strategic plan to actually articulate a set of these strategic guidance principles upon which we can measure the effectiveness of the actions we choose to take going forward"*.

5. How does this data help us?

Barbara McNeice-Stallard provided a presentation on how data can help us.

Data should be guided by equity and is critical in ensuring opportunities for students of all backgrounds. Under objectives are Key Performance Indicators (KPI's) that give us our target, such as the Chancellor's "Vision for Success" and our Accreditation Institution Set Standards. There are metrics we use to measure what we do each year. The questions is what is important us. It helps us identify our need and tells our story, our successes, ways to improve, health special population, and pathway information intelligence. Data, along with other information we bring to the table, tells us what is important at this time.

According to Barbara McNeice-Stallard, *"Data helps us to improve what we do for the sake of our students, our economy, our college, and the environment"*.

 (Please see BoardDocs for presentation details)

6. Open discussion and general questions or concerns

The following are some of the questions that were discussed.

1. How can the Strategic Plan adjust to the new normal? Take a look at all themes we covered today.

2. How often should we have this discussion? The Strategic Plan should reflect where we are going and needs to be done twice a year with all groups that care about the direction their piece is moving.

3. Since we are not going back to doing business the way we used to, this is the perfect time to revisit the Strategic plan. Where are all the places we can break down all of these areas and look how we could connect and integrate them all, especially with a personnel frost going on? One of the things we are doing is we are moving from individual responsibility (what action just affects me), to consideration of the actions that affect broader operations of the college. Also important is the need to be vertically integrated and have participant leadership in order to have broader outcomes.

4. Do students have access to their completion information since it would be powerful? Yes, they do in two different ways. Students have access to their completion map that shows them what they have already completed and what they still need to do so. The student also has the functionality to view scenarios – what if I change my major? The map will change along with this scenario and what needs to still be done. Some of this is still being worked on with counselors and Instruction.