VP Instruction Analysis and PIE Summary 2020-21

Overview

The academic year 2020-21 saw the College continue to offer classes under the Governor's Stay-at-Home Order. The vast majority of the classes were offered as online: In Fall 2020, 99% of enrollment was in online classes, and in Spring 2021, 97% was in online classes. Lab classes were adapted to observe COVID-19 safety guidelines; the college saw a 0.5% enrollment in hybrid classes in Fall 2020, and a 1% enrollment in hybrid classes in Spring 2021.

Faculty continued to participate in online professional development for creation of online curriculum through Distance Learning Amendment Forms and for teaching practices that focused on increasing student success and student equity. Faculty continued to leverage educational technology (e.g., Labster) and create online lab courses (e.g., ANAT 10/36) so that students may sustain their forward momentum toward their educational goals. The Library, Faculty Center for Learning Technology, and multiple academic support centers provided timely and responsive support to faculty and students so that students could take classes online and access myriad learning resources 24/7.

Throughout the year, Instruction leadership participated in the Return-to-Campus workgroup to prepare to return to campus by July 1, 2021. Preparations for that momentous event included identifying how and when classes could be offered in person and how and when employees would return to campus. The Instruction team managers returned to campus on June 14, 2021, while all classified professionals across the divisions returned to campus by July 1, 2021.

The Instruction Team experienced leadership transitions of the Vice President of Instruction with the departure of one in November 2020, the arrival of an Acting VPI for six months, and the appointment of a new permanent VPI in May 2021. The Associate Vice President of Instruction also saw a departure and the appointment of a new permanent AVPI in June 2021. These permanent appointments concluded a period of six VPIs in interim and permanent capacities in four years.

In a year of offering instruction, faculty development, and academic support services online, there are notable achievements and student success milestones across the college. The College's continued innovation, quality programs, and responsive pivoting to changing conditions demonstrates a commitment to excellence, expanded access, and equitable opportunities and success for students.

Notable Achievements

- In a year full of unprecedented challenges due to COVID-19, the college celebrated record numbers of degrees and transfer degrees earned and saw a decline in Certificate completion rates:

- 2020-21 showed 2,181 Associated Degrees vs. 1,990 degrees awarded in 2019-20, which reflect an increase of 191 associate degrees, or a 9.5% increase over the previous year.
- 2020-21 showed 1,778 Associate Degrees for Transfer vs. 1,327 ADTs awarded in 2019-20, which reflect an increase of 451 degrees awarded, or a 33.9% increase over the previous year.
- 2020-21 showed 507 certificates completed compared to 566 certificates in 2019-20, which reflect a decrease of 59 certificates completed, or a 10% decrease.

Awards and Recognitions – Some Examples

- Mt. SAC's was the only Respiratory Therapy program in Southern California to receive the Commission on Accreditation for Respiratory Care (CoARC) President's Award for Excellence in Credentialing Success.
- Mt. SAC was chosen by the FAA to become part of their Unmanned Aircraft Systems Collegiate Training program.
- Industrial Design Engineering (IDE)/Manufacturing students created over 1,300 face shields for Respiratory students and Kaiser Permanente, Baldwin Park.
- Dance Director Amy Nakamura and Professor Joshua Estrada-Romero were selected as finalists to present work at the Palm Desert Choreography Awards.
- Biology Professor Craig Petersen was recognized with the College's Eternal Flame Award.
- The Forensics team successfully competed in online tournaments and won Silver in the Phi Rho Pi National Championship Tournament.
- Among Honors Program students, three were named to the All-California Academic Team, and all three placed in the first team. One student was named a New Century Workforce Pathway Scholar, and one student was named a Coca Cola Academic Team Silver Scholar.
- Honors Program had 156 students who were certified for UCLA Transfer Agreement Program (TAP) by Honors Counselors. This is a 13.8% increase from 2019-20. Additionally, 108 students were certified for UCI Honors2Honors reflecting nearly 48% increase from 2019-2020.

Curriculum (repeated under Critical Decisions)

- Responding to a Chancellor's Office mandate, over 1,500 Distance Learning courses (up from 156 in 2019-20 and 68 and 2018-19) and 265 courses and programs were approved in 2020-21 (credit and noncredit).
- Over 23 online career education certificates were approved and listed on the Mt. SAC/Online college webpage, thereby expanding student access to online programs if online is the only feasible option for some students.

- Programs and coursed continued to be created and even thrive
  - School of Continuing Education (SCE) converted 93% of its courses to online and created 14 new noncredit courses and 3 new programs including a new Contact Tracer Program in Short-Term Vocational programs.
  - New courses/cohorts/programs were actually initiated during lockdown: AIRC, WELD, NURS, Athletics, SCE, Physics, Chemistry, Amla, and G.I.S.
- Continuing with Guided Pathways efforts, faculty collaborated with counselors to create/update program maps so that program pathways are more easily discoverable to students as they learn more about an choose specific program pathways.

Enrollment Management

- Classes offered were 99% online (Fall 2020) due to COVID-19. A few lab classes that were required for program completion were offered in-person so that students in those programs could reach completion milestones.
- In collaboration with IT and the Business Division, the Instructional Leaders Team was provided with the names of students who were within 90% of finishing their degrees or certificates. The Deans provided this data to department chairs who then began to contact students directly to let them know that they were very close to finishing and that courses were available for them.
- Dual Enrollment grew from 92-125 sections and high school partnerships grew from 25-30 schools. Students in Dual Enrollment classes consistently showed completion rates of 90% or higher.
- Enrollment growth occurred in ABE: In 2020-21, when compared to 2019-20, Adult Diploma grew by 325 students (102%), High School Equivalency by 298 students (187%), and High School Referral by 439 students (189%).
- In SCE 56% more EOA (Education of Older Adults) students took multiple classes than in 2019-20
- Research and Institutional Effectiveness (RIE) provided COVID-19 related student survey and data analysis support to inform enrollment management decisions.
- RIE provided enrollment management data dashboards to support enrollment management work.

Teaching, Learning, and Academic Support

- Most labs across several divisions went online, many of those requiring the creation and dissemination of over 4,000 lab kits (some including microscopes!) across the year.
- Nearly all academic support centers went online to continue to serve students: online tutoring, embedded tutors, supplemental instruction, and workshops.
- The Library provided online instruction, reference support, workshops, databases, streaming videos, and 24/7 real-time chat reference support. The Library purchased two databases that enabled online lab courses in Anatomy to be offered.
- To enable students to continue taking classes online, the College loaned over 8,500 pieces of technology (4,221 laptops, 401 iPads, and 3,627 hotspots) to credit and noncredit students.

- o Of the 8,500 pieces of technology, 68% went to Latinx students, 27% to White students, 11% to Asian students, and 10% to African American students.
- o In addition to distributing pieces of equipment, the College also provided direct support to students in using the equipment and software. This successful student support project is the result of effective collaboration among Library & Learning Resources, Information Technology, Student Services, and the School of Continuing Education teams.

The School of Continuing Education (SCE) served many of our most vulnerable students:

- Adult Basic Education (ABE) awarded 89 Adult Diploma certificates, up from 57 last year and 60 in 2018-19. This is the most AD certificates awarded in at least the last six years.
- In ABE, the Adult High School Diploma program saw a 102% increase (325 students), High School Equivalency increased by 187% (298 students), and High School Referral increased by 189% (439 students).

- Education of Older Adults (EOA) and Vocational Re-Entry awarded a total of 178 certificates in 2020-21, which is commendable given that students in this department where one of the most impacted by the pandemic.
- Also EOA not only managed to retain 3,436 students in 2020-21 despite being the population most affected by COVID-19, enrollment actually saw a growth in specific courses such as Computer, Brain Health, and Healthy Aging; the program also noted a 56% increase in students who co-enrolled in two or more EOA classes.
- A total of 1,682 students or 18%, from ABE, English as a Second Language, and Short-Term Vocation from the 2017-18 noncredit cohort have matriculated to credit.

Research and Institutional Effectiveness provided critical ongoing support for key reporting requirements and college priorities:
- Accreditation related reports such as the ACCJC annual report.
- Data to support the college's applications for federal Title III and Title V grants.
- Data, analysis, and reports for implementation of AB 705, Guided Pathways (Scale of Adoption), and Student Equity and Achievement Program (SEAP) as examples among many initiatives that RIE supports.

External and Internal Conditions

The pandemic and resultant lockdown brought vast and profound impact on the college. In Instruction, faculty, managers, and staff pulled together to respond to COVID-19 driven challenges to course pedagogy and support system delivery platforms. The team responded to Chancellor's Office missives on the requirement to submit Distance Learning Amendment forms for over 1,500 courses (initial deadline was December 31, 2020), Exceptional Withdrawals, Pass/No Pass grading options, to name just a few. Instruction leveraged CARES Act and later HEERF federal COVID relief funds to support online instruction and learning support. Another

impactful development was the California State University's creation of Area F to the CSU system's general education requirements, which precipitated in the ground work for creating new curriculum in Ethnic Studies.

Coping with the lockdown this year saw employees and students alike experiencing Zoom-fatigue, pandemic/lockdown fatigue, economic/financial difficulty, health-related challenges, hospitalization and even deaths of family members and friends. The year was also marked by the murder of George Floyd another Black person at the hands of police, anti-Asian American Pacific Islanders violence, the Presidential election of 2020, and the insurrection at the Capitol on January 6, 2021, that violently challenged the election result. These events and incidents exacted an additional toll on our nation and our campus but also energized the campus community to double-down on our commitment to diversity, equity, inclusion, anti-racism, and social justice in all we do in service to our mission.

- The College had to add a plethora of DL addendums to the already massive curriculum review process—all of which were effectively addressed by Faculty Center for Learning Technology (FCLT) faculty and staff, the Distance Learning Committee, the Ed Design Committee, and the Curriculum and Instruction Council.
- There was a significant increase in FOMAR and SPOT certified faculty (211 completed SPOT in 2020-21).
- Some programs were in hiatus, especially in SCE, such as lower levels of ESL and courses that require hands-on or in-person communication (e.g., College for Kids, welding, motorcycle training, animal handling, and electronics).

- The AVMA (American Veterinary Medical Association) requirements prevented Natural Sciences from offering some lab courses online because in-person skill demonstrations are required.

- Health requirements limited the ability to have work experience students work on the farm to maintain plant and animal crops, which reduced the available labor force.

- Reduced demand for agricultural products (and resulting drop in sales) affected decisions about crop production.

Besides the effect of external conditions on our programs and processes, there were internal conditions—some in response to the pandemic and lockdown, some already existing—that challenged our ability to support student access, success, and equity:

Challenges in providing infrastructure for transition to online courses

- obtaining and integrating specialized software (e.g., for CTE and lab courses) into online formats

- maintaining quality remote lab work (especially in Natural Sciences and Tech and Health)
- cancelling classes that could not be offered in an online format (e.g., College for Kids, welding, motorcycle training, animal handling, and electronics)

Challenges to data gathering during lockdown

- Reaching students who stopped attending college was difficult due to a variety of possible reasons, e.g., they moved or lost their home; they stopped checking college emails or log into the portal.
- Significantly lower response rates resulting from student surveys that were previously facilitated through hard copies now facilitated online

Challenges to program completion during lockdown

- In Natural Sciences, although more basic lab courses were offered, many capstone courses for degrees and certificates were not offered as they required hands-on demonstrations of competency. This resulted in fewer degrees and certificates in the affected programs.

Challenges in planning for transitioning *back* to campus from online teaching, learning, and support.

Closing the Loop on planning and resource allocations:

During this unusual year, through the Institutional Effectiveness Committee's recommendation, the annual program review process focused on updating goals and activities, and not the team-based prioritization of all requested resources due to the Herculean demands of responding to the pandemic. The College did prioritize requests for faculty positions and proceeded to recruit and hire new faculty. Requests for resources such as classroom equipment were less immediate as the focus pivoted to equipment and software and services to enable nearly 95% online instructional delivery.

The team addressed immediate, current conditions and challenges by leveraging myriad funding sources to ensure online instruction and support can be carried out. Some examples include:

- CARES funding was vital in covering additional costs of transition to online platforms, funding for take-home lab kits, as well as bringing many labs *back* to campus and providing funding for a project specialist for the DE to support its growth
- SCE earned a fourth year of funding through the regional Strong Workforce Program with the highest regionally ranked CTE proposal.

- The Natural Sciences division used Perkins funding to create a student needs survey in Ag Sciences.

- Natural Sciences also utilized two Grants to increase student success:
  1. An NSF-ATE grant for $953,000 for "Preparing a Skilled technical Workforce Through Utilization and Assessment of undergraduate Research", and
  2. "Improving Learning Outcomes for All General Chemistry Students through Adaptive Hybrid Courses", a multiple campus grant spanning community colleges, CSU, and UC (a cross-divisional/institution collaboration)

- A Perkins grant supported SIGN program to mentor Deaf students who want to become interpreters

- AMLA used a Guided Pathways Rise grant to complete an evaluation of their courses' student learning outcomes.

CRITICAL DECISIONS: focus on access and equity

The College saw some significant responses to the conditions and the resulting challenges of the 2020-21 academic year including the transition of thousands of on-campus classes to online platforms, addressing students' significant technology needs in that online environment, and leveraging as many opportunities as possible to maintain and even increase the quality of students' educational experience at Mt. SAC.

Diving deeper into Instruction's responses to the challenges of this past year, critical decisions made by the staff, faculty, and managers of our instructional divisions evinced an unwavering commitment to access and equity. The work was accomplished effectively and collaboratively across the units within Instruction and with teams across the college.

Addressing Access

The most significant critical decisions made by this team across this year were those that focused on maintaining and increasing access for and engagement with students. These decisions were not only appropriately responsive, they were creative, scalable, and sustainable. These decisions fall into one of three categories: decisions affecting 1) curricula, 2) instructional support services, and 3) technology and communication. Many of these decisions involved cross-divisional/unit collaboration in their facilitation.

1. ***Curricula***

•New courses/cohorts/programs were actually initiated during lockdown: AIRC 95, WELD 96, NURS 20, Pilates cohort, 14 new noncredit courses and 3 new programs in SCE, including a new Contact Tracer Program in STV (Short-Term Vocational), 12 new Engineering Applications certificates and 5 associate degrees in Engineering Applications, a new CHEM course, 4 courses and 3 new certificates in AMLA, new Sign Language mentoring cohort for Deaf students looking

to become interpreters, Geography created a new GIS certificate, a GIS A.S. degree, and 5 new GIS courses, a new course--Chem 55 (Chemistry for Engineers), and a new AS-T in chemistry.

•1500+ Distance Learning courses (up from 156 in 2019-20 and 68 and 2018-19) and 265 courses and programs were approved across 2021-21.

•SCE converted 99% of its courses to online; the division did not have any online courses prior to this year.

•Besides new courses and programs, several existing courses that had never been offered online before were offered online during the lockdown, such as World Languages and Sign Language, expanding students access to these courses.

•Faculty creation of take-home lab kits for Bio classes (often choke points towards program completion) and materials kits for Ceramics classes, as examples, allowed students to access these courses online. Their distribution often involved staff and managers from multiple divisions as well as Student Services reflecting cross-divisional/unit collaboration.

As a result of these decisions, more students were able to access classes online than they would have otherwise, and more program options were added to the catalog, providing students with a broader diversity of certificate and degree programs than they had prior to the lockdown.

2. Instructional Support Services

Another area of access where effective critical decisions were focused was critical instructional support services and staff. This was especially crucial during this school year as thousands of students were not only navigating changes in their personal lives and environments, they were thrust into online environments with often very little experience while being taught by faculty who, likewise, may not have had prior training or experience themselves. Under these conditions, these support system were crucial to student access and success, and the staff, faculty, and managers of these areas deserve significant recognition for adapting their services to unprecedented demands:

- o Leveraging CARES Act funds, the team expanded the capacity to train additional tutors and SI's (supplemental instructors) especially for labs for an online learning environment.
- o Student access was significantly supported by decisions and resulting actions of Instructional areas:
- o The Library acquired e-textbooks and promoted 24/7 online chat with a librarian and 24/7 access to library materials
- o Working with faculty and managers, promoted adoption of Open Education Resources (OER).
- o Faculty Center for Learning Technology (FCLT) procuring and using tools to support faculty teaching online such as Screencastomatic, Cidi Labs, and Otter.ai,
- o Collaboration among ACCESS Centers/Deaf and Hard of Hearing Services (DHH), IT, Broadcast and Presentation Services, and FCLT to provide real-time captioning for all live-streamed college activities. (cross-divisional/unit collaboration)
- o Providing embedded, contextualized reading support (including video) for students in STEM CTE, and humanities courses. (cross-divisional/unit collaboration)

- Through Academic Support and Achievement Center (ASAC), redesigning Mountie Student Hub in Canvas for easier access to all academic and student support resources.
- Collaborating with several instructional departments to develop scaffolded information literacy instruction and to integrate that instruction into those departments' Guided Pathways programs. (cross-divisional/unit collaboration)

- In addition to the above, all of the academic support centers transitioned online to offer students real-time and asynchronous support: e.g., WIN Program, Language Learning Center, , STEM Center, Math Activities Resource Centers, the Writing Center, Speech and Sign Success Center, the Honors Center, the Pride Center, and the Teacher Preparation Center all transitioned to fully online during the lockdown.

- Designated DE counselors were introduce to support students in a variety of course across several divisions (cross-divisional/unit collaboration)

There were also some critical decisions that increasing access for faculty—to each other and to programs and information:

- Faculty Center for Learning Technology collaborated with Professional and Organizational Development and IT to provide real-time training on teaching with technology, new tools, and nearly 24/7 resources.
- ESL created a Faculty Hub in Canvas to distribute weekly announcements, new program information, and other important local/statewide news and updates.
- EOA Program holds its own semiannual advisory group meetings, while AWD's IMPACT Program holds stakeholder meetings where students and service provider representatives discuss emerging issues, student needs, policies, and courses.
- The EOA and AWD Department's faculty also established weekly peer faculty mentoring to address online instruction issues and established Google sites to share resources.

3. Technology and Communication

Many of these decisions resulted in either new or upgraded student/college interfaces, the creation and expansion of student contact/engagement resources, and even the creation of surveys to collect data and determine student need directly from the students themselves:

- The School of Continuing Education:
  - transitioned their registration for noncredit labs to online and integrated orientation and assessment services into a one-stop process as well as revised their website to make it more user-friendly. (cross-divisional/unit collaboration)
  - implemented the Student Online Support (SOS) Helpdesk which is a resource for students who are struggling to log on to their coursework, navigate Canvas, and connect to a counseling session, orientation, or other SCE resources.

  - continues to work with marketing consultants to promote programs to prospective students and to students who stopped attending classes including a special campaign "Build a Better Life" that will include postcard mailings and digital marketing.

- The Business Division created a social media informational presence for Culinary students via Instagram and Facebook and partnered with Broadcast Services to produce video demos for online courses.
- Several areas (most notably Business and Tech & Health) have worked with Marketing to create/expand online marketing projects to further reach out to and recruit students).
- Several departments/programs such as Honors and Horticulture established Canvas "hubs" online to stay in touch with students and provide them with information.
- Ag Sciences used Perkins funding to create a student needs survey.

Continuing on the theme of expanding access, through the Return to Campus workgroup, decisions were made to bring classes back on campus, such as lab classes, and planning for a majority on-campus classes in Fall 2021. Some examples include:

- Allied Health, Nursing, Paramedic students quickly returned to their clinical sites, even during height of the pandemic
- Culinary labs back on campus in Spring 2021
- Athletics brought teams back in Spring 2021
- By end of 2020-21 school year, all Tech & Health labs were back on campus

Addressing Equity

Besides addressing student success through student access (access itself as an element of equity), there are some specific activities, partnerships, and success numbers that illustrate Mt. SAC's integration of equity not only as a value but as a substantive result of intentional focus on equity:

- The first female Welding faculty member was hired this year.

- Latinx and Black/African American students who were enrolled in STEM courses and had visited the STEM Center 4 or more times had a 15.3% higher success rates than those who had not.
- The laptop loaner program exemplified collaboration among Library & Learning Resources, IT, Student Services, and School of Continuing Education to promote equity, resulting in:
  o Lending 4,221 laptops, 401 iPads, and 3,627 hotspots; 68% of those went to Latinx students, 27% to White students, 11% to Asian students, and 10% to African American students.
- The Library and ASAC offered several pre-semester Library orientation and academic support workshops such as navigating Canvas and using Zoom.
- The SCE created an Equity leadership Workgroup to identify areas where SCE can improve processes and policies to ensure equity.

- ABE partnered with Rising Scholars program for students who have been impacted by the criminal justice system to provide opportunities to earn a high school diploma or equivalency.

- ESL partnered with
    --the Mt. SAC Foundation to fund and administer ESL scholarships;

--the AMLA department to support student transition through mirrored course;

--Education for Older Adults/Adults with Disabilities units to offer Vocational Re-entry basic computing courses; and

--WIN partnered with Associated Students, Kinesiology and Athletics for a live virtual talent show event with almost 200 attendees

- The Math Department created an equity committee to address issues of equity such as textbook costs, revisions to their Exam Policy, and providing more equitable methods of assessment.
- The Pride Center continues to serve some of our most vulnerable students and provides counseling, mentoring and workshops within a cohort setting.
- The Study Abroad program supports many participants who identify as first-generation, low-income students of color, and assists them in obtaining scholarships that allow them to study abroad.