

# Section 1 and 3 - Analysis of Unit PIE & Updates on Goals

## PIE - Instructional Services: Instruction Manager

**2018-19**

**Contact Person:** Michelle Sampat

**Email/Extension:** msampat@mtsac.edu/5480

**1. Summary of Notable Achievements:** Curriculum: 552 courses and 87 programs were reviewed and approved this year.

Schedule of Classes and Online Schedule: The Schedule of Classes was updated to reflect changes in math and English placement.

Responsive scheduling and enrollment management practices were implemented to ensure that students had access to the courses they needed as a result of AB 705 implementation.

Room utilization: The college began implementation of 25Live in examining room utilization data to maximize use of classrooms.

Guided Pathways: Guided Pathways maps were completed and placed on the website, the orientation process was modified to include Guided Pathways, MAP Workshops incorporated meta majors and mapped sequences for program completion, and teams presented at conferences and workshops throughout the year. \$180,000 was provided to faculty to support GPS implementation on campus. Additionally, the first faculty retreat was held in Temecula in April 2019 with a focus on Guided Pathways implementation. Guided Pathways funding was used to support team attendance at three IEPI Guided Pathways workshops. A team of faculty, staff, and managers applied for and were accepted to a series of three Leading from the Middle (LFM) institutes.

Dual Enrollment: A total of 50 sections were offered at partner high schools this year. Over 1000 high school students took dual enrollment courses in the 18-19 year. Two Dual Enrollment High School Coordinator Meetings were held to provide information, share timelines, and establish a collaborative partnership with high school administrators and counselors. A meeting was held on campus to share data and progress in regards to dual enrollment.

PIE: Trainings were offered starting in November 2018. A slate of resources, including online training videos, POD training sessions, and area-specific training was offered.

Staffing: Marlyn Lanuza was hired as Assistant Director of Dual Enrollment. Stephanie Castillo was hired as the Program Specialist II to support dual enrollment. Allyson Stone's Administrative Assistant III was increased from 50% to 100%.

**Closing the Loop - Analysis of Progress on College Goals:** The Instruction and Dual Enrollment teams continue to collaborate with campus and community partners to ensure that quality access to education is provided. Responsive scheduling and enrollment management provides students with the courses they need to complete certificates, degrees, or educational objectives. Courses and programs are reviewed and approved while new state directives and requirements are addressed in a timely manner.

**Tracking Conditions and Trends: a. External Conditions Analysis:** The Student Centered Funding Formula (SCFF) has had a significant impact on how the college is funded. Program, transfer-level math and English, and CTE unit completions now factor into the funding calculations. The state budget shortfall has resulted in an inability to fund earnings under the SCFF.

The Student Centered Funding Formula has implications for dual enrollment as dual enrollment is funded at the full rate. It is anticipated that students taking college courses in high school will progress to degree/certificate completion or transfer more quickly if they attend Mt. SAC after high school graduation.

AB 288 Dual Enrollment continued to grow and expand as additional districts sought to enter into dual enrollment agreements

The Mt. SAC Early College Academy in West Covina opened in Summer of 2018. Bassett Unified expressed interest in planning to open an Early College Academy. Dialog between Mt. SAC and Bassett has started.

AB 705 clarification relating to credit ESL extended the use of placement exams for AMLA (American Language) students at Mt. SAC.

**Tracking Conditions and Trends: b. Internal Conditions Analysis:** The implementation of AB 705 and placement with the AQ has resulted in changing enrollment trends. Enrollment in ENGL 1A dropped. The math department is offering more sections of transfer-level math.

AMLA faculty have created an AMLA 70 and 80, combining reading and writing into an accelerated model for credit ESL students. AMLA faculty have also worked with the English department to create a transfer-level AMLA 1A course that has been submitted for approval in the 19-20 year.

As students are placed into higher levels of English and math or meet prerequisites for courses in other disciplines earlier in their academic experience in Mt. SAC, the need for academic support services became pressing. The Academic Support team, under Dr. Meghan Chen and Dr. Madelyn Arballo, has worked on hiring, training, outcomes assessment, marketing, and other aspects of academic support coordination. The first Academic Support Services Fair was held this year and students across campus engaged in and benefited from learning about the many tutoring centers and opportunities available on campus.

\$940,955 of the Guided Pathways allocation was received for the 18-19 year. A total of \$3.5 million dollars was awarded to Mt. SAC. Locally, \$150,000 was awarded to faculty to begin work on Guided Pathways-related projects. \$30,000 was allocated to faculty for a faculty retreat.

The expansion of Dual Enrollment courses and partnerships continues. The Mt. SAC Early College Academy in West Covina completed its inaugural year in 18-19 with a total of 59 students. Approximately 100 9th and 10th graders were accepted for the 19-20 year. 2 part-time counselors were hired to serve the Early College Academy. 2 additional counselors were hired to serve the other dual enrollment high schools. With the addition of new staff and a manager to support dual enrollment, there is insufficient space available in Building 4 to house the team.

PIE improvements were made based on feedback from the 17-18 year. Training materials, including online training, were improved. Training began in November 2018 which is the earliest PIE training offered to date.

A new report was created to help Instruction managers provide information regarding resource requests to the Instruction Office

**Tracking Conditions and Trends: c. Program Planning Dialogue:** The dual enrollment program has expanded from three high schools in three districts to twelve high schools in seven districts. Program planning with high school partners, dual enrollment faculty liaisons, Instruction and student services managers, and Mt. SAC department chairs has lead to an anticipated doubling of the dual enrollment offerings in 19-20.

Enrollment in on-campus credit courses is dropping slightly. This was anticipated due to AB 705 implementation.

The Instruction Office has filled several new positions, including the Assistant Director of Dual Enrollment and a Program Specialist II to support Dual Enrollment. There is insufficient space for the Instruction Office Business Analyst and the newly hired Program Specialist II. Available office space continues to be severely impacted. The Instruction Office serves every instructional unit of the college and leads or supports all campus initiatives, including curriculum review and approval, AB 705 implementation, coordination of academic support, Guided Pathways, and dual enrollment

**Tracking Conditions and Trends: d. Critical Decisions Analysis:** Critical Decisions in Hiring: Assistant Director of Dual Enrollment, Program Specialist II. As the dual enrollment program continues to grow, these two positions are critical to supporting this growth.

Critical Decisions in Guided Pathways to Success (GPS): Guided Pathways funding was used to support team attendance at three IEPI Guided Pathways workshops. This attendance helped inform the GPS team as to new statewide direction as well as to introduce new faculty, staff, and managers to GPS to expand involvement in the GPS efforts. A team of faculty, staff, and managers applied for and were accepted to a series of three Leading from the Middle (LFM) institutes. \$180,000 was provided to faculty to support GPS implementation on campus. This helped inform the Spring 2019 faculty retreat and the Spring 2019

Critical Decisions in Room Utilization: 25Live will be used more purposefully to increase cap/load ratio. The Instruction Office will be working closely with the Events Services Team to incorporate the 25Live tool in scheduling. Divisions have started working with Facilities to evaluate and confirm lecture room sizes.

**Tracking Conditions and Trends: e. Progress on Outcomes Analysis:** The Instruction Offices supports campus efforts in regards to course or program outcomes analysis. Through Guided Pathways to Success (GPS) efforts, discussions began about evaluating outcomes in non-instructional units as about continuing to engage faculty in program-level outcomes assessment in the Instruction unit.

**Analysis of Curriculum Currency:** The Instruction Office continues to provide support to faculty across campus as they modify existing curriculum and develop new curriculum. We facilitated the approval of 552 courses and 87 programs this year.

**Analysis of Division's Plans, Activities, and Resources:** The hiring of an Assistant Director and a Project Specialist II for dual enrollment has had a profound impact on the program which has been able to expand and double in size.

The Instruction Office continues to support major campus initiatives such as Guided Pathways to Success (GPS), AB 705 implementation, and the Student Equity and Achievement Program (SEAP). Changes and improvements in scheduling, the printed Schedule of Classes, room utilization, enrollment management, curriculum approval processes, dual enrollment planning, PIE training, WebCMS 10.0 development, catalog production and publication, academic support services, and so much more are ongoing.