

2018-19 Instruction VP Goals Summary



PIE - Instructional Services: VP Analysis & Summary

Ongoing/Multi-Year Goal - 1. To make more effective use of data to recognize strengths and areas for potential growth across the campus; because we have access to so much data, we need to focus on the data that link to areas in which improvement can be realized (ACCJC Standard 1B).

<i>Updates on Goals</i>	
The college will have begun a process of stream-lining the data elements that are the focus of the current department PIES and throughout the Mt. SAC planning process. Reporting Year: 2018-19 Update Status: 0	

Ongoing/Multi-Year Goal - 2. To better communicate Mt. SAC's wide range of academic programs to current and prospective students (ACCJC Standard IIA).

<i>Updates on Goals</i>	
The college will have begun work to better inte-grate and communicate (1) the college catalog, (2) discipline/department websites, and guided pathway course maps. Reporting Year: 2018-19 Update Status: 0	

Ongoing/Multi-Year Goal - 3. To spread awareness of and involvement with Title V grant across the campus (ACCJC Standard III.D).

<i>Updates on Goals</i>	
Each division will have at least one project con-nected to the Title V grant. Reporting Year: 2018-19 Update Status: 0	

Ongoing/Multi-Year Goal - 4. To collaborate more effectively with Student Services, and to foster the counseling liaisons that have already been established with most programs; the college should also continue to actively increase the level of faculty awareness of the support services that exist on campus (ACCJC Standard IIC).

<i>Updates on Goals</i>	
The college will have refined for clarity and consistency the working relationship between discipline faculty and counseling liaisons Reporting Year: 2018-19 Update Status: 0	

Ongoing/Multi-Year Goal - 5. To better understand and use fiscal resources to meet the most critical instructional needs of each discipline, department, and division (ACCJC Standard III.D).

<i>Updates on Goals</i>	
The academic deans will be able to analyze their budgets with regard to sufficiency and areas of more fruitful augmentation. Reporting Year: 2018-19 Update Status: 0	

Ongoing/Multi-Year Goal - 6. To better integrate the deans and associate deans within the committee structure of the college and to better communicate the work of those committees back to the Instruction Team (Standard IV.A).

<i>Updates on Goals</i>	
Each dean and associate dean will have a designated spot on each of the major standing committees of the college (Academic Senate, Governance, and Operational). Reporting Year: 2018-19 Update Status: 0	

Office of Instruction VP PIE

Manager PIE Summaries 2018-19

The 2018-19 VP PIE, Instruction is organized as follows: The summaries of achievements for the 8 academic divisions appear first. These are followed by a summary of the Trends summaries (on external conditions, internal conditions, retention and success analysis, and critical decisions. Next comes the summaries for the three units that serve the whole campus, the Offices of Instruction, Grants, and Research.

Arts Division

Manager: Mark Lowentroun

Division Mission Statement

Mission Statement Here

The 2018-19 academic year was an exceptional one for the Arts Division, highlighted by enrollment growth, rollout of new and innovative programs, increased outreach to high schools and industry with the goal of helping students begin their careers or successfully transfer to top four-year universities.

Summary of Notable Achievements

The Arts Division includes the departments of Commercial & Entertainment Arts, Fine Arts, Music, and Theater, with multiple disciplines included in several of the departments. The Division also includes the College's Art Gallery and Radio Station. The Division is especially visible to the Mt. SAC community given the year-round performances provided to the MT.SAC community. This year the division said goodbye to its founding Dean (Sue Long) and recognized the contributions of Mark Lowentroun by choosing him to be the new dean.

Division Notable Achievements:

1.) Rollout of Five New Programs and Expansion of Sixth

As part of the Strong Workforce Initiative, we developed new programs including:

- Photography—Photogrammetry (Unmanned Aerials Systems or “Drones”)
- Film and Television—Video Engineering
- Music—Audio Arts
- Animation and Gaming—Augmented Reality/Virtual Reality
- Theater—Technical Theater (started offering courses in 2017)
- Expansion of the work performed in Studio 13 to include video, photography and motion graphics and greater diversity in the range of campus clients served.

2.) Expansion of High School Outreach Programs

3.) Involvement in the Makerspace Grant Program

4.) Hollywood Foreign Press Association Funding

5.) New CTE Programs

6.) Design Lab Equity Grant

7.) Weekend of the Arts Expanded

8.) New Computer Labs

Faculty Achievements

- Matthew Burgos, Theater faculty, has overseen the 12-month construction of The Windmill Arts Center, a multi-purpose arts complex in Atlanta, Georgia.
- Art Gallery Director Fatemeh Burnes provided public outreach to women's and science groups, “artist on the bridge,” in addition to visits to national and international conferences.
- Christine Cummings, Theater faculty, was named Best Actress of the Year in Orange County by the *Los Angeles Times*.
- Tiffany Kuo, Music faculty, presented at the International Musicological Society conference in Tokyo, Japan.
- Jason Perez, CEA Photography faculty, completed unmanned aerial vehicles and systems

coursework at Cal Poly Pomona.

- Bruce Rogers, Music faculty and Choral director, guest conducted at Carnegie Hall for the seventh time. Bruce also led the Baltimore Symphony in the east coast premiere of Robert Cohen's "Alzheimer's Stories."
- Richard Strand, Theater faculty, had his play "Ben Butler" produced off-Broadway.
- Tammy Trujillo, Radio Broadcasting faculty, was awarded a Golden Mike for Best Public Affairs Show.
- Gregory Whitmore, Music faculty and director of bands, was invited to conduct the All-Southern California Honor Band at SCSBOA Annual Convention.

Student Achievements

- Mt. SAC Jazz Band members won Outstanding Musicianship Awards for individual students at the 2017 Reno Jazz Festival: John Taylor, tenor saxophone; Ephraim Alli, lead trumpet; Manny Gutierrez, baritone saxophone; Josue Tzunun, trumpet; and Niko Kefalas, bass trombone. Additionally, Frontline vocalists Malik Davis, Chris Escalera, and Andrea Lizarraga received Outstanding Vocal Solo awards.
- Many former Art Gallery certificate students have been advancing in the industry; examples include Ana Mendoza, who moved from Hammer Museum to a full time position at UCLA, Leora Lutz, a published writer, Selena Robles completing a master's degree in exhibition design at CSUF, and Hannie Cha, director of education at the Bronx Museum.
- Mt. SAC Radio Broadcasting students were presenters at the Radio Television News Association's Golden Mike Awards, January 2017.

Closing the Loop: Analysis of Progress on College Goals

The 2016-17 [was part of the document mistakenly copied from the wrong year?] academic year was full of great progress across the Arts Division. Many of the goals set in the 2015-16 PIE were realized including:

- Build out of the new television remote production truck.
- The resumption of radio broadcasting from the new station in the DTC.
- The approval of innovative, new programs.

A large portion of funding was dedicated to purchasing equipment essential to preparing our students to meet industry standards and expectations. The greatest areas of impact included:

- CEA: SWP funding supported the creation of the new Graphic Design Studio 13 professional facility for the expanded training of students. This includes funding for equipment, facilities development and the hiring of students in key positions in the studio.
- Music: SWP funding supported the creation and development of the new Audio Arts program.
- Photography: SWP funding supported the creation and development of the new Photogrammetry Program, which focuses on specialized photography used in conjunction with unmanned aerial vehicles or drones.
- Theater: new LED lighting technologies for the Black Box Theater; SWP funding supported the creation and development of the new Technical Theater program.

\$82,000 in one-time lottery funds were used to purchase instructional supplies to support growth and Perkins Grant funds played a large role in meeting the classroom support needs of our students; we expanded services in our Digital Arts Shared Lab and, with the assistance of an Equity Grant, we success-

fully offered greater assistance to low income students resulting in a marked improvement in student success across Animation & Game, Graphic Design, Photography and TV/Film programs.

- New Programs and Grants and additional progress
- The Technical Theater Certificate was submitted and approved locally and by the Chancellor's Office.
- The Design Lab Equity Grant resulted in a significant increase in equity student success.
- The Music Department offered the first distance learning course (Music 13) in the Arts Division.
- The Theater Department made significant progress in transitioning to LED lighting.
- The Weekend of the Arts event, formerly the Writers' Weekend, expanded and realized great success in reaching both students and the community.
- New computer labs for Graphic Design, Photography, Radio and Television are being installed for fall semester, 2017.

Analysis of Division's Plans, Activities, and Resources

The 2016-17 academic year was an exceptional one for the Arts Division, highlighted by enrollment growth, development of new, innovative programs and increased outreach to appropriate industries with the goal of helping students begin their careers or successfully transfer to top four-year universities. In addition, we more fully utilized our facilities, hired promising new faculty (both full-time and adjunct) and brought in the equipment and materials to help our programs, faculty, and students succeed. During the 2016-17 year, the Arts Division experienced consistent, positive growth in enrollment in both semesters and intersessions. In order to ensure the continued growth of our programs as well as the expansion of student success, the Arts Division has numerous needs that will be key to our future success.

Among these is the need for facilities in all departments. Without the classrooms, labs and studios required to nurture our students' success, growth will be difficult to sustain. For example, the Fine Arts Department currently is greatly limited in the courses it can offer due to severely constrained studio space. The Arts Division, due to the success of current programs and development of cutting edges programs, is poised to realize exponential growth in the coming years.

Business Division

Managers: Jennifer Galbraith & Fawaz Al-Malood

Division Mission Statement

The mission of the Business Division is to provide quality instruction and to encourage and empower students to achieve their career and educational goals.

The Business Division includes department in Accounting & Management, Business Administration, Child Development & Education, Computer Information Systems, and Consumer Science & Design Technologies.

Summary of Notable Achievements

The Business Division continues to have the largest number of program completers in the college. During the past year the division had 1,025 program completers and 22 programs have been submitted to the LAOCRC for recommendation and chancellor approval. Café 91 successfully ran CUL/HRM classes in the new kitchen facility and restaurant pop-ups over the winter intercession to test & adjust. The Division coordinated multiple marketing projects funded by Perkins & SWP for: VITA, Child Development, and Culinary Arts. Additionally, the division provided technology support to help automate document gathering for other divisions using SmartSheets (Arts, Technology & Health, Natural Sciences, and Kinesiology).

Accounting and Business Management:

Ralph Jagodka received the “NASBITE International 2019 Advancing International Trade State Award” for California.

Mt. San Antonio College has awarded over 50 certificates of completions to students who have successfully passed BUSA 58, *Federal Income Tax Law*. The students qualified to become legally-licensed tax preparers under the California Tax Education Council. Steven Valdes and Professor Erika Bower are successfully managing the 4th year of the Volunteer Income Tax Assistance (VITA) Program. The program has had 55 volunteers certified and has currently prepared 250 returns generating over \$201,765 in total refunds, resulting in the tax prep fees savings of over \$30,000 for students and the community.

Child Development & Education: The department continued to participate in the Strong Workforce Initiative (SWI—SWP?) which is funding an education pathway paired with extensive on-the-job training at the Mt. SAC Child Development Center. The Child Development Center has been approved to administer an apprenticeship program approved by the California Division of Apprenticeship Standards and is one of the few programs in the state so approved.

Computer Information Systems: The CIS cybersecurity team came in 13 out of 26 teams at the Western Regional Collegiate Cyber Defense Competition. Teams that finished behind Mt. SAC included Stanford, UC Irvine and UC Berkeley. The CIS cybersecurity team came in 91 out of 627 teams at the Spring National Cybersecurity League competition. The department also created and marketed a chancellor approved Big Data certificate.

Family & Consumer Sciences: *Life Management*, online textbook, was published by Lisa Amos; offering the textbook online it keeps the costs low.

Fashion Merchandising & Design: Fashion design students won the Textile Association of Los Angeles (TALA) awards for the last 5 years. TALA competition includes CSU, private firms, and local CCC competitors.

Interior Design: The program was once again awarded the NKBA (National Kitchen and Bath) School of Excellence Award. The program received the Strong Workforce *Bronze Star*, 100% of students are employed in a job similar to their field of study. Interior design student Tania Gonzalez won 1st place IIDA SoCal 2018 design competition.

Nutrition & Foods: The NF Club oversaw student participation in booths and food demos at the Student Health Fair, International Student Welcome Carnival, National Nutrition Month, Mountie Fresh, and De-stress Fest events, Parents in College Club. It collaborates with Kinesiology to prepare nutrition information materials for student athletes. Additionally, the NF program works in conjunction with Student Health Center to provide talks and events under the Employee Wellness Committee.

Closing the Loop — Analysis of Progress on College Goals

Student Success: With the help of Perkins Funds we were able to provide students with in-class assistance as well as out-of-class tutoring. Programs that used Perkins funds included CIS, Fashion, Interior Design, Nutrition and Foods, and Paralegal. Courses where tutors have been provided were more able to meet their SLO goals.

Professional Development: Support for conference and travel continues to be requested and is necessary to ensure that our programs and faculty are current. Although faculty have taken advantage of POD and division funds to participate in professional development opportunities, a few faculty still required additional funds beyond those two sources.

Educational Technology: The Division received \$125K to maintain and improve our computer facilities; however, it is necessary to ensure that this becomes an on-going allotment. With most of our programs being technology-based, it is essential to develop ongoing funds for the maintenance and demand of our technology needs. Additionally, in order to maximize the cap-load ratio for our classes, we have accommodated classes from other divisions in the BCT. Several of those classes are such as music, drone and 3-D photographer require the specialized software, access, support and maintenance.

Outreach & Enrollment: There is a continued need to market our programs. Several programs attend High School outreach programs to bring awareness of the disciplines to possible new students. The hiring of the permanent full-time Project Specialist (Marketing) will assist with some of those efforts; however, we will also need on-going funds to support our marketing efforts.

Reported through PIE at the unit level were various requests that were met through either college budget process, Perkins grant funding, or lottery money. Faculty throughout the division have focused efforts at increasing enrollments to meet college goals. In some disciplines, faculty propose that they be allowed to offer more fully online courses to meet the needs of working adults and to also increase enrollments. In other areas, departments are reviewing their curriculum for currency and relevance in today's work environments. CTE programs are planning for increased enrollments and the need for a stronger focus on marketing and recruitment plans. Faculty are scrutinizing course scheduling to increase alignment of courses offered with student demand and demonstrated needs in the contexts of transfer requirements and/or program completion. Departments across the division also repeat the fundamental need for increased support for faculty professional development, including adjunct faculty. With rapidly changing technology demands, all faculty need to be kept current if the college is to offer high quality programs.

Humanities & Social Sciences

Division Managers: Karelyn Hoover & Jeanne Marie Velickovic

Division Mission Statement

The mission of the Humanities and Social Sciences Division is to support students and faculty in pursuit of their academic and personal goals by securing resources and creating structures and programs that provide the highest quality education and equal access to all.

Humanities & Social Sciences is the highest FTES-generating division on campus, includes the plurality of faculty, and the is tied with Tech & Health for the highest number of discrete departments (10), including American Language, Art History, Communications, English, Literature & Journalism, Geography & Political Science, History, Psychology, Sign Language, Sociology & Philosophy, and World Languages. The division also includes the Forensics and Honors Programs and the Pride Center and Writing Centers.

Summary of Notable Achievements

Forensics: The team won the State and National Championships with numerous students winning state and national titles.

Honors: The program continues to grow. The Honors Program continues to increase the diversity of its student population to more closely mirror the general population of Mt. SAC: by spring 2019, Latinx-students now make up 46.27% of the Honors student population. Honors student participation in regional and statewide research conferences doubled this year and our students took home many awards. At the Honors Transfer Council of California Conference, two students, Ana “Alex” Arellano and Ajana Orozco earned Exemplary Honors Student Awards and Ajana took home to prestigious Juan Lara Award, presented to just one student in the state who has overcome many obstacles while being highly successful in an Honors Program. Two Honors students, Angelica Cruz and Marian Huang, were named to the All California Academic Team, First Team and both placed nationally as Coca Cola Scholars, Angelica awarded as a Gold Scholar and Marian as a Bronze Scholar.

Journalism: The Program continues its partnership with the Washington Post, making Mt. SAC the only community college to be accepted into this partnership along with USC Annenberg, Columbia School of Journalism, and University of Michigan. The program’s student magazine, *Substance*, will continue its partnership with Medium. Mt. San Antonio College journalism students attended several state and national conferences and continued to win awards.

Study Abroad: This program continues to grow exponentially. From spring 2017 to spring 2019, student enrollment increased by over 150%. This can be linked to the program’s active recruiting efforts. Student interest in studying abroad has surged approximately 900%.

The **Writers’ Weekend** has expanded, coming closer to being a true campus-wide Weekend of the Arts. It is now called *Culturama*. We have taken students to other campuses such as Cal State San Bernardino and Cal Poly to read their poetry and to engage with faculty. The creative writing club continues to thrive.

Tutors in the Classroom: This program has been very successful in supporting students who have been placed in English and AmLa composition under multiple measures. The data shows that the co-req and accelerated models are the ideal place for the TC intervention to make the most impact, both in terms of student usage and student success rates.

Writing Center: The Center expanded its tutoring program to close equity gaps for our most impacted

students. In Fall 2018, we established satellite tutoring in the Equity Center, supporting the ARISE, ASPIRE, DREAMERS, and OUTREACH programs, and we placed an American Sign Language writing tutor in The Center for Deaf and Hard of Hearing Services. We also placed ELL trained tutors in the International Center.

Department collaboration, initiatives, and student support:

- **American Language** (AmLa) promoted the use of the Writing Center resources such as **DLAs**, Writing Boot Camps, and workshops. Through the ESL liaison, AmLa participated in the ESL Career Day and annual VESL retreat in order to facilitate communication so that noncredit students can transition to the AmLa classes.
- **Art History** secured an additional important digital image collection (Archivision) to add to their Scholars Resource collection, now accessible via ArtSTOR. The current collection numbers some 40,000 licensed images for instructor and student educational use.
- **Communication** held Mt. SAC's fourth annual ADT graduation ceremony to celebrate students graduating in their field. The department has made steady progress in moving all courses to Open Educational Resources (OER) textbooks. The department gave out more than \$6000 in student scholarships and \$2000 in speech contest prizes.
- **English, Literature & Journalism** continued to participate in learning communities and programs for special populations, including Arise, Aspire, Bridge, Dreamers, Honors, Pathways, Pathways to Transfer, and Upward Bound.
- **Geography and Political Science** organized and hosted Earth Day, Constitution Day, and a Political Science club advisor **[who?]** organized a student lobbying trip to Sacramento in Spring 2019.
- **Psychology** faculty continued to mentor students in leadership roles through Psychology Club, including mentoring student research and presenting at WPA (Western Psychological Association) convention, HTCC, SCCUR, and the Bay Area Consortium.
- **Sociology and Philosophy** sponsored the highly successful, annual Human Trafficking Conference and the Holocaust Speaker event. They also hosted Annual Student Research Showcase and Competition that highlights original research from our students.
- **World Languages** created an AA Degree in World Languages and Global Studies, as well as a contextualized Spanish 1 course for First Responders.

Closing the Loop — Analysis of Progress on College Goals

Planning in the division is data-driven. We request funding for resources that enhance student success. The workload in the division office has increased over the last few years with more detailed enrollment management and increased scheduling, new state initiatives, and providing data and reports to department chairs.

In 2018-19, the HSS Division received funding for instructional equipment, partial restoration of the HSS budget, and support for an Administrative Specialist III position in the Pride Center. We received \$200,000 in funding for classroom furniture in building 26 to reflect current pedagogical practices. We received *one-time* funding for tutors in the Speech Sign Success Center and interpreters to assist deaf professors in the classroom.

Unfunded resource requests include facilities, staffing, and instructional equipment needs. The division office and program offices lack space to accommodate existing staffing. Our departments and programs also need ongoing administrative and clerical support. We need more classrooms, offices and additional

space in our programs, in order to expand our class offerings, provide workspaces for part-time faculty, and expand access to student support services (e.g., in the Writing Center, Study Abroad program, Pride Center and the Speech Sign Success Center).

Analysis of Division's Plans, Activities, and Resources

Virtually all of the Division's planning focuses on supporting student success. The most significant planning to support this success focuses on securing staff in burgeoning support services, additional full-time faculty, increasing scheduling and curriculum options to increase student retention and matriculation, and additional space to adequately respond to student demand. The Division also supports ongoing professional development of faculty (e.g., through Community of Practice Workshops), and endeavors to provide excellent support services and opportunities to students through the programs in Forensics, Journalism, the Pride Center, the Study Abroad Program, the Teacher Preparation Initiative, the Writing Center, and numerous student clubs.

Kinesiology Athletics & Dance
Division Manager: Joe Jennum

Division Mission Statement

The Mission of the Division of Kinesiology, Athletics & Dance is to promote the total well-being of the student through conceptual learning and active participation in physical activity, athletics and dance.

The Division believes that kinesiology, athletics, special events and dance are important components of the total college educational process. Opportunities are provided for student growth through the acquisition of knowledge, physical development, social skills, values and emotional patterns in the forum of physical activity, performance and competition.

The Division is small with only two academic departments, but the many, *many* athletic teams means the division is one of the busiest in regard to logistics and travel given that student athletes are on the road (with their coaches and other college staff) on a weekly—and sometimes daily—basis.

Summary of Notable Achievements

The division, departments, and programs once again had an incredible year, full of numerous accolades. Performances by individual athletes, coaches, teams, faculty, and students solidified the success and resounding prominence that makes up institutional programs. Seven consecutive NATYCAA Awards recognizing Mt. SAC as the top CCC Athletics Program, culminated having the National 2- Year College Scholar-Athlete! Many of the achievements surround performances in the classroom and in their respective activity arena. The program's success stems from the immense support and leadership that makes up this institution and truly exemplifies the commitment to this success.

The Dance Department completed their submittal for an AA in Dance that was approved by the Chancellor's Office; they will be awarding AA Degrees soon. They have also re-established the Artist in Residence Program and will be submitting the Pilates Certificate to the Chancellor's Office as well.

Closing the Loop — Analysis of Progress on College Goals

Instructional equipment and budget augmentation were extremely beneficial within the division. Programs, courses, faculty and students were able to benefit from the funds to purchase needed resources that have proven, as seen below, to continue to enhance and elevate the colleges opportunities and success to a significant level. We continued to emphasize staff training, professional development, and activities that would improve the effectiveness of our faculty, coaches and staff. Facilities needs are always at the forefront in our division. We have several projects both major and deferred maintenance that have and will raise the level of our instruction and the access needed for high level opportunities for students. The continued progress on the stadium is encouraging and the news that the State will fund 80% of the new gym/aquatics facility, will place Mt. SAC in an elite level of facilities across the country!

Analysis of Division's Plans, Activities, and Resources

The Division has seen several of its earlier key areas addressed, either through general funding or fund-raising. They will still continue to be a focus on for the next two years as the funding source is often one-time. The multiple goals already identified will be a focus for the division. Funding will continue to be a priority in areas of need, specifically game management activities, and technology support. Augmentations to operational budgets for teams shows up as a priority request. The new **counseling** liaison for student-athletes has proven to be a huge benefit, with the need to pursue a full-time opportunity in the near future, given funding availability.

Library & Learning Resources

Division Managers: Meghan Chen & Romelia Salinas

Division Mission Statement

Goes Here (If there is one)

The Division includes two academic departments (Learning Assistant and Library) but its mission means that it collaborates widely with divisions, departments, and special programs all across the campus. The Division plays an especially crucial role in enhancing the quality of the college's Distance Learning offerings, which have increased significantly.

Summary of Notable Achievements

- Increased access to classes through an increase in online sections offered by 43% compared to Fall 2017. Participation in the Online Education Initiative's *Finish Faster Online* class inventory made online classes offered at other colleges available to students.
- The creation of the online tutoring brochure and the Mountie Student Hub for the inaugural Student Success Fair in Fall 2018, represent cross-team collaboration among academic support centers, the Library, and student services programs.
- ASAC and the Library partnered on finals week support for students. ASAC's Finals Exam Jam saw a 266% increase in student usage over last year.
- The Library provided a LibGuide for faculty on using Open Educational Resources (OER)
- Librarians reached out to special programs such as Aspire, Pride Center, and Veterans Center.
- Learning Assistance faculty (Ezzell, Hall, Ma, Gonzales, & Rowley) organized the 17th annual Inspired Teaching Conference.
- Twenty-nine tutors completed the CRLA Level 1 tutor certification and 14 completed the CRLA Level 2 certification.
- Canvas training and support benefited 783 faculty and over 23,000 students. In the annual faculty survey 2018-19, of the 200 respondents, 75% said FCLT workshops and services were "indispensable" or "very important."

Collaboration by LLR Units with Other Campus Groups

The Teaching with Technology Fair presented in Spring Flex Day involved leadership by the Academic Support and Achievement Center, Faculty Center for Learning Technology (FCLT), Information Technology, the Library, and Professional and Organizational Development, among others.

The Guided Pathways academic support centers coordination project had robust participation by LLR representatives in ASAC, the Library, and the Learning Assistance Department faculty members.

LLR units participated in the planning for implementation of *Promise Plus*, which is built on the Summer Bridge and STEP Programs. The Library will distribute 500 laptops and hot spots for the program.

The Library faculty continue to contribute to the college's many initiatives, including: the Academic Senate Executive Board, CTE Advisory Council, Curriculum and Instruction Council, Homelessness and Basic Resources Committee, Pride Center Advisory Committee, Professional Learning Team, SSSPAC, and the Student Equity Committee.

Closing the Loop — Analysis of Progress on College Goals

LLR Division continues to make efficient use of existing and new resources to address critical needs in

the Division: replacing aging equipment, improving facilities for operations and safety, and replenishing library materials. The Library has had huge improvements for students and staff.

The LLR Division continues to integrate its resources and services with Instruction and Student Services programs. We expanded marketing and outreach to faculty and encouraged them to connect students to academic and support services.

Students who received library and academic support services showed a higher success rate than those who did not. Students taking online and hybrid classes have benefited from more online support services (online librarian; online research workshops; online tutoring): their success rates continue to rise while the college sustains the quality of DL courses as we grow them.

Mt. SAC was awarded two Online CTE Pathways Grants, \$250,000 each, for one year 2019-20 implementation. The college is only one of two colleges that got awarded two applications. Having \$500,000 will enable the college to build sustainable structures to contribute high quality online courses to OEI, expand compliance with accessibility requirements, increase faculty use of open educational resources, and improve student access to and use of online support services.

Continued participation in the Online Education Initiative has significantly boosted the college's capacity to support learning with technology and to grow distance learning in quality and numbers. OEI resources are for all faculty and students to use, not just online or hybrid classes. Materially, OEI brought an annual \$400,000 worth of resources to the college (professional development, curriculum and course design support, technology tools such as Canvas, VeriCite plagiarism detection tool, NetTutor 24/7 online tutoring, Proctorio online exam proctoring, in-person exam proctoring network, and more).

LLR faculty, staff, and managers joined colleagues in enhancing faculty development activities. Examples include roll-out of a campus-wide captioning process and subscription services; Flex Day Teaching with Technology Fair, new tech tools in Tech Week (with Language Learning Center). FCLT works closely with IT to support users with Canvas and other tech tools.

Analysis of Division's Plans, Activities, and Resources

LLR's major planning themes directly align with the college's student success initiatives and goals. Plans, activities and resources requested reflect analyses, data-driven decision making, and thoughtful planning.

AB 705 Multiple Measures and Guided Pathways: reimagining academic support services within LLR; rebranding LAC to Academic Support and Achievement Center; publicizing all support services in collaboration with other tutoring centers. Reorganize/repurpose existing space and employees to respond to a "new normal" while ensuring key functions are staffed.

Also urgent are critical staffing needs to appropriately support growth and increase student success in the new CVC-Online Education Initiative, the Course Exchange, and Open Education Resources. These initiatives require more staff.

Faculty, staff, and managers need ongoing professional development to meet the need for student achievement outcomes. The next three years are a rare, critically important window of opportunity to leverage convergent funding resources, however temporary, and apply them strategically for maximum impact on teaching and learning for all students.

Natural Sciences

Division Managers: Matt Judd & John Vitullo

Division Mission Statement

The mission of the Natural Sciences Division is committed to providing quality STEM education, services, and workforce training so that students become productive members of a diverse, sustainable, global society.

The Division is home to the college several (interrelated) STEM disciplines as well as the college's Ag programs. The Division includes the departments of Agricultural Science, Biological Science, Chemistry, Earth Sciences & Astronomy, Mathematics & Computer Science, and Physics & Engineering. In addition, the Division oversees the Math Activities Resource Center (MARC) & Support and the *Transfer* Math Activities Resource Center (TMARC), Mountie Makerspace, the B. J. Meek Museum, the Observatory, the Planetarium, the STEM Center and the Wildlife Preserve.

Summary of Notable Achievements

The Natural Sciences Division is composed of nine departments/programs and offers degree, certificate and transfer programs in agricultural sciences, astronomy, biological sciences, chemistry, computer science, earth sciences, engineering, mathematics, and physics. In addition, we also house outstanding academic support units such as the STEM center, the MARC/TMARC, and the Mountie MakerSpace. Our commitment to providing a learning environment that enhances student success is supported by the state-of-the-art Science Center, boasting a number of special features, labs and amenities to facilitate innovative instruction and programs as well as the Farm and Wildlife Sanctuary which provide students hands on exposure to nature.

Events such as Farm Day and the Kepler Scholarship Program were extremely successful and well-attended this year. The Kepler Scholarship program raised approximately \$12,000 and was once again a big success. Farm Day brought in a record 3,000 participants.

Students continue to experience a once in a lifetime opportunity to conduct research on planetary surfaces with a Goniometric Photopolarimeter generously provided by retired NASA principal scientist Robert Nelson. Of only five labs in the world, the Natural Sciences Division at Mt. SAC is the only lab of this kind in the United States as reported in the Mt. SAC Annual Report to the Community.

Agricultural Sciences:

- The department: purchased copies of textbooks for horticulture classes, to be placed on reserve in the library and increase student access to these textbooks; implemented an application process for the RVT program to insure that students entering the upper level courses have completed the required general education classes, which will help insure student success.
- The Turf Team won 2nd, 3rd and 4th place in the National Student Challenge in Phoenix, AZ.
- The Horticulture Club competed in the design competition at the South Coast Plaza Spring Garden Show and won first place in the student category for the second consecutive year.
- The department received funding through the Perkins Grant in the amount of \$56,500 for Horticulture.
- Awarded the "Gear Up" grant from the Tree Care Industry Alliance Foundation, which provided us with \$5000 worth of power equipment to use in our classes.
- Students were awarded thousands of dollars' worth of scholarships.

Biological Sciences:

- Biology faculty contributed to the STEM center by holding office hours or additional supplemental hours in the STEM center.
- The Exploratorium and Meek Collection are open to the public the first Friday of every month; these facilities were also used in high school outreach programs.
- The Wildlife Sanctuary in collaboration with Inside the Outdoors of the Orange County Department of Education in giving tours to elementary school students; the Wildlife Sanctuary Earth Day events had over 100 attendees.
- Jennifer MacDonald won the President's Award at California Society for Histotechnology. EAGLE and Biology club won one of the President's Sustainability Award.

Chemistry:

- Planned and hosted activities for Family Science Festival, with substantial community participation.
- The Marie Curie Chemistry Scholarship was awarded.
- The Department used royalties from faculty-authored lab manuals to present awards to outstanding students.
- A student [who?] was selected for the Orange County American Chemical Society (ACS) Outstanding Chemistry Student award (April 2019). Professors Leung and Kung attended the recognition ceremony with the student.

Earth Sciences & Astronomy:

- Three students—Joel Gutierrez, Morgan Palmer and Robert Zhou—participated in laboratory observation experiments with Professors Boryta and Nelson on reflectance properties of substances in planetary sciences and have been listed as co-authors on abstracts and poster presentations in the US and abroad (China, Ukraine).
- Mt. SAC was selected through the Monterey Bay Aquarium's Adopt-a-Float program to name a SOCCOM (Southern Ocean Carbon and Climate Observations and Modeling Project) float. "Doc Baldy" started collecting data on temperature, salinity, pressure, oxygen, chlorophyll, nitrate, particles and acidity (pH) in the Southern Atlantic in October 2018. Faculty can use real-world/-time data from this float for their classes.
- Student Chelsea Adelman was selected for the CalBridge program.
- Student Travis Navarrete was accepted to the NASA SIRI internship program.
- The Randall planetarium celebrated its 50th anniversary. 100% of the cost of major upgrades and repairs (\$27,000) were % covered by revenue generated by the planetarium.
- Held a Kepler scholarship event which featured Dr. Suzanne Smrekar, deputy Principal Investigator of the Mars Insight mission.

Math & Computer Science:

- Math faculty participated in *numerous (!)* planning sessions in preparation for implementation of AB 705.
- Math faculty collaborated with academic support centers to improve the tutor hiring and training process and to better promote tutoring centers across campus.
- Steve Zicree organized students participation in the AMATYC (the American Mathematical Association of Two-Year Colleges) Student Mathematics League in Fall 2018 and Spring 2019.

- The Math & Engineering Club held successful Integration and Factoring Rallies in November 2018 and May 2019. Over 100 students participated.
- Computer Science faculty Tuan Vo and Daniel Chen organized Hack Day events in Fall 2018 and Spring 2019. Most participants were Mt. SAC students who were joined by local high school students.

Physics & Engineering:

- Faculty met with UC & CSU faculty to discuss transfer degrees in Engineering.
- The Robotics Team participation in international event and was awarded Stars of Excellence funding; the team won the Judge's Trophy; students won 3rd highest award at the So Cal regional lower-division research conference for work on rocket telemetry and avionics.
- The department awarded three scholarships from Anderson Memorial Fund

In addition to efforts by the department, two projects within the division also warrant attention.

MakerSpace:

- There are more than 1,400 MakerSpace members who are a combination of students, faculty, staff and the community, spending over 20,000 hours working in the MakerSpace in 2018-19.
- Mt SAC faculty & staff hosted a regional MakerSpace workshop and presented at a national conference hosted by NAACE ("make/SHIFT") and in July 2019 at University of La Verne.
- The program: received donations from other campus areas and from individuals to benefit student members; increased outreach to faculty, staff, administrators and students about MakerSpace; laid the groundwork for integration of internship experience presentations with MakerSpace; and provided workshops and experiences for Basic Skills students, inexperienced members, and Deaf/Hard-of-Hearing students.

STEM Center:

- The STEM center has partnered in several events including the Mountie Mentor *Hidden Figures* movie screening and female scientists of color panel, the Kepler dinner (partnering with Earth Science & Astronomy), the field trip to the Von Karmen JPL lecture (with Earth Science and Astronomy & Physics & Engineering), the Veterans Resource Center CHEM boot camp, informal STEM career talks, transfer presentations from Project RAISE, and held workshops to promote successful applications for summer research or internships. The STEM center has also advertised multiple STEM speaker events and workshops for clubs such as APPLE and Caduceus.
- The STEM center provides four STEM counselors that assist students with Ed plans, degree and certificate requirements, transfer requirements, and career exploration.
- The overall persistence of STEM center students was 40%, up from 29%.
- The students persisting are found in under-represented populations, indicating that the STEM center is assisting more demographically under-represented students achieve persistence in STEM.
- Students using the coaching program in Anatomy and Biology [Physiology?] are more successful in all semesters except Summer.

Closing the Loop — Analysis of Progress on College Goals

The Natural Sciences Division has made excellent use of the resources allocated to it from Instructional Equipment funds, Perkins Funds, Strong Workforce Initiative funds, staffing, and lottery funding. The division has continued to grow while taking advantage of the hundreds of thousands of dollars allocated

to serve the needs of students. Funds purchased critical lab equipment upgrades in many areas, provide more opportunity for hands on training in CTE areas, and also to better support the students and faculty.

Updates on Division Goals:

The Division's approach to assessment has been redefined by AB 705. Departments continue to make data-driven decisions that result in changes in instruction. A perfect example is the implementation of the multiple measure placement for Math. The Math department has responded in two phases, one in the summer of 2018 and one in the summer of 2019 designed to guide students toward the appropriate courses. The chair, in consultation with the deans is monitoring enrollments to ensure access to high demand courses while gradually reducing sections of lower level courses such as MATH 50 and 51.

The STEM Center has been a tremendous success in terms of attendance; it is constantly packed with engaged students. In fact, the center could fill a much larger space. As we plan for the new science building, we must consider that an ideal location for the STEM center would be on the ground floor much like the MARC and TMARC in building 61. In collaboration with the School of Continuing Education, noncredit faculty members are tutoring in the STEM center thus allowing the college to collect apportionment for those hours.

The Division supports undergraduate research across the Division by providing on campus opportunities as well as collaborative experiences with four-year colleges and universities. We need to continue to support undergraduate research across the Division by providing on-campus opportunities as well as collaborative experiences with four-year colleges.

Analysis of Division's Plans, Activities, and Resources

The Natural Sciences Division benefits from dedicated faculty who go the extra mile to meet student needs. As one of the areas at the College with potential for continued growth, the Division is in need of more classroom and lab space. We have begun the process of re-allocating our own facilities resources with great success. Both the Biology and Chemistry departments are space bound in terms of growth and are exploring weekend labs and classes to increase offerings.

The college has recognized the need and moved a proposed lab building up from phase 3 of the Master Plan to Phase 1. The Division is identifying faculty now to begin the process of discussing the scope of the new building; the larger the building, the better. Initial thinking suggests relocating Chemistry and Physics to the new building and providing enough space—mostly labs, but some classrooms as well to fully house those two departments. The Chemistry space left behind can be converted to Biology, and the vacated Physics spaces can be taken up by Earth Sciences and Astronomy, with Math gaining rooms in building 61 and potentially other spots.

The Agriculture department has crafted an Ag Master Plan that is ready to be implemented when funds become available. A clear vision for both the Animal Sciences and the Horticulture disciplines highlights a reorganization of the physical landscape, which is central to our hands-on approach to teaching agricultural science. This plan provides a strong framework to maintain a health Ag department for many years to come.

The Natural Sciences have tremendous community outreach resources in the Planetarium, the Randall Observatory, the Wildlife Sanctuary, the Farm, and the Redinger Exploratorium and B.J. Meek Museum. The college has always supported these resources and the impact has been phenomenal. Over 13,000 students from K-12 schools visited the Randall Planetarium last year. Thousands of elementary age children visit the Wildlife Sanctuary through the Orange County "Inside the Outdoors" program. Our newly developed MakerSpace has the potential to reach a whole new segment of our community.

The division supports and promotes a host of annual/recurring activities to make outstanding use of its resources: Ag Career Night, Fall into AG event, Family Science Day, Farm Day, Farm Tours for local groups, Monthly Stargazing at the Observatory, Planetarium shows, Robotics competitions and events, the Caduceus Pre-Health Professionals Conference, the Debbie Boroch Science Day, the Kepler Scholarship Dinner and Lecture, the Summer Science Experience, and many others.

The Division has pressing budget needs that have been met on an as-needed basis but have not been recognized in the annual budget. This makes effective planning very difficult. The College needs to set realistic budgets and those budgets need to be augmented to keep up with growth. Supply budgets in all of our departments have not kept paced with either growth of the number of sections or with inflation of supply costs. We have benefited from lottery funds and a very supportive Vice President of Instruction, but those budgets need to be brought to a functional, realistic level. We can't sustain the growth we have achieved without that augmentation. This is a critical need for the near future.

School of Continuing Education

Division Managers: Madelyn Arballo, Liza Becker & Tami Pearson

Division Mission Statement

The School of Continuing Education will provide outstanding educational opportunities for students to increase literacy skills, access higher education and employment, and strengthen self-sufficiency.

While not divided into traditional academic departments, the School of Continuing Education serves perhaps the most diverse and segmented student population on campus (and off). The program serves both adult basic education students and older adults; the program provides education and training to students seeking both basic English language literacy and highly technical training in areas like Emergency Medical Training and Certified Nursing Assistants. It does so with a full-time faculty complement of *only six* faculty members.

Summary of Notable Achievements

Programs & Curriculum: There was significant growth and development, most notably in the areas of career development. Of the 18 new programs, 17 were Short-Term Vocational. In Adult Basic Education (ABE), 100% of the students enrolled in Summer 2018 Healthcare Math subsequently passed Pharmacology in Fall 2018.

Certificates Earned: Facilitating academic transitions for SCE students and accelerating their career pathways was at the forefront of our efforts. Students earned 1,882 noncredit state Career Development and College Preparation certificates in 2017-18, which is an increase of 405 over 2016-17.

Guided Pathways to College & Careers: ESL faculty and counselors worked with STV faculty and counselors to create Integrated Education and Training (IET) programs for ESL students transitioning into career paths; this WIOA, Title II, funded program requires concurrent enrollment in English literacy, job preparation, and job training components in order to qualify for highest tier payment points.

Test Preparation, Tutoring, & Academic Support Labs: ABE began offering SAT-ACT prep courses to currently enrolled high school students; based on pre-/post results, 100% of the students who attended all classes increased their score.

Student Achievements:

The WIN lab, primarily serving student athletes, continued to outperform general population in retention ranging from 93% to 97%, and in course success ranging from 2.71 GPA to 3.02 GPA. Of the 102 students who enrolled and completed WIN's Math and English Short-Term Review courses, 87% of English and 36% of Math students enrolled in college-level courses. Four WIN students swept the competitive achievement category and were named Student of Distinction; two of them winning additional faculty association scholarships, and one WIN student won the most prestigious National Two-Year College Scholar Athlete Award. While many noncredit students transition to credit, it is significant to note that seven IMPACT students in the Adults with Disabilities (AWD) program transitioned from noncredit to credit and continued with their academic studies.

Application of Learning: Education for Older Adults (EOA) held two art shows in partnership with local community centers which supported seniors in selling their work, including display and pricing, so they can maintain economic self-sufficiency in their retirement age. Several IMPACT students began to use the Makerspace to create T-shirts and other products.

Support Student Access & Success

Outreach & Pathways Presentations: SCE counselors, faculty, and staff conducted a variety of outreach activities on-site, off-site, and at community locations and events to welcome the nontraditional adult and high school learners into a program that is right for them. With Student Equity goals in mind, ESL counselors and faculty worked together to bring off-site Pomona students onto campus to promote engagement and connection with the ESL program included new student orientation. In the Adults with Disabilities program staff participated in San Gabriel Valley transition fair, Parents Place Family Resource Fair, Parents Place Open House & Center for Independent Living Stakeholders meeting and made three presentations at San Gabriel Pomona Regional Center and Down Syndrome Support Groups.

SSSP Core Services: Overall, there was a steady increase in student access to core services provided by SCE counselors and support staff including orientations, noncredit student educational plans (NSEP), counseling sessions, career skills inventories, resume writing, and more.

Student Scholarships & Bus Passes: Several program areas helped to remove financial barriers common to the noncredit populations. With the help of the Mt. SAC Foundation, ESL established a scholarship endowment of three \$500 awards annually for students transitioning from noncredit to credit. CNA students also received scholarships through STV's Rupe Grant funds. In an attempt to remove some transportation barriers, ABE secured bus passes using California Adult Education Program (CAEP) funds; students who demonstrated progress were eligible to earn monthly passes. EOA received a \$2,000 donation from student and community member to support students and faculty.

Secure Human, Technological & Financial Resources

Human Resources: Due to the significant growth in the off-campus HS program, a permanent director was hired (Angelena Pride). STV received SWP funds for construction and new Job Developer to grow new programs such as Construction, Solar Panel, Care Coordinator, Trades Pre-apprenticeship, and LVN. ESL hired Instructional Support Manager (Katalin Gyurindak—who started as a student in Mt. SAC's ESL program more than 25 years ago).

Financial Resources: SCE is the lead college for promoting noncredit transitions to credit CTE programs. Associated Student Body awarded WIN with a \$9,000 increase to expand the WIN textbook library and reserves used by student athletes. STV secured \$32,500 in Student Equity funds for counseling and tutoring, \$32,500 in Rupe and State Grants for CNA, and SWP funds for Health Careers Sim Lab facilities and equipment, plus additional \$100,000 used for other purposes since Sim Lab has no home yet. EOA-AWD programs were allotted \$3,000 immediate needs funds to augment mileage expenses due to program growth and SSSP services for off-site classes. EOA also attained one-time funds of \$4,537 allowed for purchase of desk chairs for an off-campus computer lab serving older adults in the community.

Foster an Atmosphere of Cooperation & Collaboration

On-Campus Collaborations: SCE partnerships flourished across campus in a variety of ways to support students' success:

- LLC Japanese Culture Club with 40 students attending first ever Japanese Game Night at LLC. LLC, ESL, and World Languages faculty conducted the annual Teaching with Technology Week with the highest attendance ever; this is a faculty and LLC driven event held annually and open to all faculty who wish to learn new and innovative ways to integrate technology into their daily teaching and learning.

- ABE faculty and staff conducted presentations to various campus departments regarding ABE programs – e.g., EOPS, CalWORKS, English, Math, and Counseling. ABE also joined with Nursing and Psych Tech to offer noncredit classes in the areas of Healthcare Math and HESI Prep, and partnered with credit English and math to create and offer support courses to prepare students for college-level English and math.

Leadership in Professional Development: ESL full-time professor Dana Miho presented at noncredit advocacy ASCCC conference and the Allied Health Convening Conference. ESL full-time counselor **Michael** Ngo served on the leadership team for the Mountie Faculty Focus Retreat and presented on Active Learning and Communities of Practice.

External Partnerships, PD Leadership & Statewide Advocacy: Once again, SCE took on a leadership role in the state in developing strong partnerships with the community, teacher training, professional development, and advocacy efforts.

Mt. SAC SCE leadership and involvement in the Adult Ed Regional Consortium continues to be strong. The AVP and Dean are members of the Consortium Steering Committee and many faculty and staff are active members of program workgroups. The workgroups develop and align curriculum, share resources, and processes to bridge pathways for student transition. Mt. SAC Consortium staff coordinated and lead several Consortium-wide events, including two all-day professional development conferences with an average of 140 participants, a Partners Breakfast attended by 29 community partners, and hosted monthly Steering Committee meetings with consortium leaders. The College hosted a Career Fair in partnership with L.A. County and invited consortium to participate as co-sponsors; members actively promoted the event with over 300 adult school students.

Further service to the community is exemplified with Contract Education’s Motorcycle Training program that continues to be one of the largest in the state. In addition, the College for Kids maintains its near-capacity status despite the increase in competing summer programs in our district. SCE also has strong partnerships with Student Services Division by being part of the Cal Fresh food distributions. Staff from STV and ABE are active in this effort.

Mt. SAC SCE staff have been active in statewide representation and advocacy for a variety of different purposes. Many of the efforts were around the noncredit initiatives as well as state engagement with Technical Assistant Program (TAP) for contract ed.

- California Adult Education Program (CAEP/formerly AEBG) – Madelyn Arballo has been active in continuing with involvement with CAEP data & accountability workgroup for student outcomes.
- Based on the new legislation (AB 2098) which was added to AB 104, CAEP, schools are recommended to collect metrics for outcomes around immigrant integration. Liza Becker, Associate Dean, was assigned on a state workgroup to determine the metrics.
- Adults with Disabilities: In support and advocacy for adults with disabilities, EOA/AWD Director and AWD Technical Expert **[who?]** became members of the Full Inclusion Advisory Group for the City of La Verne.
- Dean Tami Pearson oversees the statewide TAP grant, Contract Ed and staff and has promoted the expansion of support from the TAP.
- Madelyn Arballo advocated for adult education initiatives and policy by engaging with state legislators and other state government officials. She has been involved in writing policy for multiple

pieces of legislation such as AB 1727 and SB 554. She also serves as President of ACCE, Association of Community and Continuing Education, which promotes advocacy for Community and noncredit stakeholders.

- Dana Miho and Madelyn Arballo serve on the statewide Student Equity and Achievement Program (SEAP) workgroup.
- Donna Necke served on a statewide Academic Senate committee, Curriculum Committee and has advocated for the streamlining of noncredit curriculum. She also served on the CCCCCO statewide AB705 committee appointed by the ASCCC.

Closing the Loop — Analysis of Progress on College Goals

All SCE departments have identified plans and activities for assessment based on Unit goals that are aligned with SCE Division goals, Instruction Team goals, and overarching College Themes and goals. In 2018-19, units identified 65 resource request plans and activities that were tracked at various stages of completion. While most of the activities that are still in progress (not yet 100%), several noted some use of results for program or service improvement as they move into the 2019-20 year of planning. Below is a summary by program area:

As noted, many are at 100% such as ABE, which closed the loop with offering CBEST preparation classes; Testing Center implementation is complete and now the Center is successfully operating; ESL's Language Learning Lab successfully established faculty tutors at the LLC, who helped students complete two or more self-directed learning activities (SDLA); the AWD program faculty are responsible for a fully completed goal of developing contextualized curriculum that promotes independent living skills for adults with disabilities; and the STV program has 7 goals at 100% completed including establishing a process for assessing SLOs, ILOs and PLOs for all VOC programs.

Other programs near completion are ABE with 78% of enrolled students completed an educational plan, 94% of new ESL students have educational plans, and close to completion is a goal for which completion would be the acquisition of operational equipment in ESL.

Analysis of Division's Plans, Activities, and Resources

The 2018-19 year allowed for SCE to shift focus from the accreditation process to enacting the WASC/ACS Action Plan and Division planning. The Division also demonstrated another year of high growth with over 200 FTES growth in noncredit programs. The growth was mostly in the area of high school, vocational programs and adults with disabilities. SCE also became the 2nd largest noncredit program among the community colleges. It is anticipated that interventions and program developments described below will add to Mt. SAC's funding formula outcomes and guided pathway success.

The trends indicate that our programs are moving increasingly towards integration of academic programs and student services with focus on performance-based outcomes, career education, and integrated planning. The significant state initiatives have also created a need for increased noncredit instruction and services to support student credit success and pathways to employment. Credit English professors collaborated with noncredit faculty in creating a course that will support students not quite ready for the new placement structures or have dropped credit English. Additionally, with the approval of numerous STV programs, there will be an increase in VOC enrollment. It is also anticipated that the LVN program application will gain state approval in 19-20 which will result in the development of the curriculum.

Moreover, the Community and Contract Education department is intending to increase business and industry partners with quality training as well as increasing opportunities for community enrichment. Con-

tinued support from the College with regards to funding for equipment and staffing is needed.

Partnerships have always been critical and enrich the programs offered to our students, and 19-20 will see increases in these partnerships.

A priority for resource request will continue to focus on the growing need for SCE infrastructure expansion. The first is for new full-time faculty, particularly in the area of off-campus HS and Adults with Disabilities. Both programs are under-staffed and AWD is in need of a full-time faculty to support the enormous growth and need for serving these students. ESL is in need of another FT faculty to support the huge curriculum needs and large student population.

Overall, SCE will continue to stay active in policy affecting community colleges at both the federal and state level. One of these efforts is related to noncredit enrollment and census-based attendance.

Technology & Health

Division Manager Sam Agdasi & Sarah Plesetz

Division Mission Statement

If there is one, it goes here.

Tech & Health is one of the most complex divisions on campus; it is tied with Humanities & Social Sciences in being comprised of ten distinct departments, including Aeronautics, Air Conditioning, Refrigeration & Welding, Aircraft Maintenance, Architecture, Industrial Design, Engineering & Manufacturing, Electronics & Computer Technology, Public Safety, Mental Health Technology, Nursing, Radiologic Technology, and Respiratory Technology. In addition to its academic programs, the division supports the Tech Ed Resource Center and the Health Career Resource Center (CHRC):

Summary of Notable Achievements

Last year, the Chancellor's office awarded Strong Workforce Stars as a new recognition for Career Technical Education programs whose graduates have shown significant achievement in one or all of the following areas:

- At least 70% of students attained regional living wage;
- Students experienced an increase in income of 50% or more; and/or
- At least 90% of students secured employment in their field of study.

Division programs received several of those awards. Additionally, HVAC, NURS, and Paramedic received Gold Awards. Tech & Health was the only Division to be Gold Winners.

Other program achievements include:

- **Administration of Justice:** Increased online course offerings: students may now obtain the Administration of Justice Transfer degree/AS-T completely online.
- **Aeronautics:** Unmanned Aircraft Systems (Drones, UAS) Courses were approved and Aeronautics taught the first drone classes in Fall 2018. Aeronautics is ranked three on the number of degrees awarded at Mt. SAC.
- **Air Conditioning & Refrigeration:** The department is involved in marketing strategies for the BAS courses and participated in a video promotion through Doing What Matters. This video was added to the AIRC home page and includes Mt. SAC faculty in interviews.
- **Architecture, Industrial Design, Engineering & Manufacturing:** Nineteen student transfers in Architecture to CalPoly Pomona, Cal Poly SLO, UC Berkeley, UCLA, Pratt Institute, and SCI Arc. Twenty-eight Manufacturing 220 students passed the SolidWorks industry certification (CSWA) exam and 9 passed the higher level CSWP exam.
- **Electronics & Computer Technology:** The Electronics department is actively collaborating with the Continuing Education division's short-term vocational training organization to bring this course to students much faster than if it had to be offered by credit.
- **Mental Health Technology:** Eleven Psychiatric Technician Program students won a total of 19 medals (12 gold, 6 silver, 1 bronze) at the Health Occupations Students of America (HOSA) 2019 State Leadership Conference.

- **Nursing:** The program graduates continue to exhibit above-average NCLEX passing scores. The annual pass rate for 2017/2018 was 94.53% The first quarter NCLEX results for 2019 were 98.00 pass rate. The nursing program had a very successful BRN visit in Spring 2019 with only two recommendations and zero non-compliance ratings.
- **Public Safety:** The Public Safety Program department continues to have an agreement with Southern Illinois University to offer a bachelor's degree in Public Safety Management with specializations in Fire Service Management, Emergency Medical Services, or Emergency Management Administration, which benefit FIRE, ADJU and EMS. Fire Technology Program has successfully implemented online course offerings. Fire Technology is participating in the high school dual enrollment program teaching FIRE 1 in three local high schools. Modified the Paramedic curriculum from 6 individual courses to 3 Core Content courses. This allows curriculum delivery to be best suited for student retention, learning, and success.
- **Radiologic Technology:** Continued refinement and growth of the department's Mammography Certificate Program. Final development of the RAD Tech program's online application system was completed. The online system improved operational efficiency and effectiveness.
- **Respiratory Technology:** For the 5th consecutive year, the program was awarded the Distinguished RRT, Credentialing Success Award from CoARC (Commission on Accreditation for Respiratory Care).
- **Welding:** Maintained a significant pass rate for students completing both written and practical welding certifications. Three female Welding students graduated with Associates Degrees in June 2018 and all three are employed! Also of note, one of these students is working on the construction of the new Hilmer Lodge Stadium here at Mt. SAC.

In addition to its academic programs, the division supports the TERN and HCRC:

- **Tech Ed Resource Center (TERC):** The Office of RIE team has concluded that the results demonstrate a clear relationship between TERC use and increased degree awards. The trend for certificates is less strong, though there is a consistent pattern indicating that TERC students earn certificates at slightly higher rates than those who do not attend TERC.
- **Health Career Resource Center (HCRC):** Faculty continue to increase the number of students who utilize the HCRC (Fall 2017 - Hours 3,800, Students: 1,688; Fall 2018 - Hours: 4,890, Student: 1,736).

Closing the Loop — Analysis of Progress on College Goals

During the 2018-19 year, the departments in the Tech and Health Division continued their commitment to using our **six clearly articulated goals [what are these?]** to drive division activities and assessing our progress on those goals through the use of multiple data sources. Some of these results are gathered from the individual Unit PIEs and other results are from the Fall Student Survey and the Spring Alumni Survey. These surveys are sent out every two years. The results allowed us to assess our progress on our goals across multiple departments in Tech & Health:

Drawing New Students to Our Programs through both In-reach and Outreach activities. One way the Division draws students into our programs is by In-Reach activities such as collaborating with Continuing Education. Outreach includes Health Science campus visits from high schools. The students visit the following departments: Nursing, Psychiatric Tech, Respiratory Therapy, Radiology Tech, EMT/Paramedic, CNA/Home Health Aide through Continuing Ed. Some of the schools served include

Walnut High, Upland High, Los Altos High, Covina High, San Gabriel High, Wilson High, Palomares Academy, Gladstone High, Bassett High, Diamond Ranch High, Baldwin Park High, and Pomona Adult Ed. Other Outreach activities include Welding Campus visit for Tri-Community Adult Ed (Covina District High School student served); Public Safety Campus visits for Fire, EMT, Paramedic, Law Enforcement (Walnut High School served).

A total of 154 students placed in 35 Occupational Work Experience (WE) sites. Four Tech & Health Work Experience students were offered jobs across AD, FIRE, and ADJU. All specialists and the coordinator manually track and record all WE data using Google sheets and Excel. There is no CMS platform in place for Work Experience program to assist with recruiting and processing.

Tech & Health has multiple bachelor's degree partnerships: Aviation Management, Nursing, Criminology, Health Care Management for Radiology and Respiratory students, Public Safety Management for EMS and Fire students, and Radiology Education and Management for Radiology students.

Many of our graduates from our programs have received jobs right after completion. Some program grads who get hired are: AIRC/HVAC, Welding, AERO, AIRM, Nursing, Paramedic, Psych Tech. Our Welding students have been hired as apprentices in the Local 433 Ironworkers Union, the UA 250 Steamfitters, The Sheetmetal Workers Union, The Glaziers' Union and the Elevator Mechanics' Union.

Current students are satisfied or very satisfied with the education and training received at Mt. SAC (93.69% & 91.4% in Fall 2017) and 41.48% indicated that their current job is in a similar field as their coursework and training. The last Alumni Survey provided additional validation as 92.3% of respondents were satisfied with their programs of study at Mt. SAC and 68.3% reported securing a job that is closely related to their program of study.

Students were asked to indicate their interest in the following bachelor's Degrees offered at Mt. SAC. Tech & Health had two of the top three, with Aviation Management (So. Illinois University) at 20% and Criminology (Mt. Saint Mary's University) at 14.91%. The bachelor program with the highest percentage of interest was Business Administration through University of La Verne at 62.08%. This totals to 96.99% of Current students respondents were interested in BS degrees currently offered on campus. In the last Alumni survey, 50% (43% in 2016) of graduates reported they had transferred to a university.

Analysis of Division's Plans, Activities, and Resources

Tech and Health Division continues to use **six clearly articulated goals** to drive division and department activities. We have assessed our progress on those goals through the use of multiple data sources, including the Current Student Survey and Alumni survey. The data indicates progress toward goals but it also indicates the need for increased web presence, promotion of Bachelors' opportunities, enrollment improvement in some courses, increased completion of program certifications, and increased funding for professional development.

Each of the eight divisions addressed five questions regarding the internal and external challenges facing the college, currency of curriculum and outcomes assessment, and critical decisions facing the divisions and the colleges. Reflection on these topics produced a high degree of consensus, and responses are summarized here.

Tracking Conditions and Trends: a. External Conditions Analysis:

As a publicly-funded institution subject to excessive micromanagement by the California legislature and the Chancellors Office of the California Community College, the college has ongoing needs that are not adequately recognized or funded, including:

- (Guided) Pathways (for Success) continues to be a collegewide commitment to better support students.
- A slowing but still robust economy: A slowing economy means that opportunities to place students into the workforce are less robust because the pace of job creation has slowed; the fact that the economy is still fairly robust means that many students remain employed and do not enroll in programs offered by the college that would allow them to advance in the workforce.
- Dual enrollment has grown significantly in the past few years and active staff outreach suggests it will continue to grow.
- Increases to minimum wage will make it harder for divisions to maintain current levels of support to students without budget augmentations.
- Multiple programs in tech & Health continue to struggle to identify adequate clinical placement sites.
- Reductions to Perkins grant funding have required several programs to seek necessary funding elsewhere.
- Several divisions have identified a shortage of part-time faculty as a significant obstacle in sustaining adequate course offerings.
- Some industry sectors served by tech & Health which were well served by associate degree students increasingly seek students with baccalaureate preparation.
- Technology: *every* division has the need to maintain existing technological resources, and the college.
- The college has made a commitment not to stigmatize students as characterized by deficits, but the fact remains that the expectations of college curricula is very different from the high school environment from which many students come; identifying ways to accelerate the transformation of good high school students into good *college* students is ongoing.
- The growth of distance learning offerings (which may be facilitated by changes in the Faculty Association Collective Bargaining Agreement) has led to diminished need for afternoon and evening sections in several divisions and increased demand for online courses.
- The long promised development of the online course exchange, finally realized in the CVC-OEI (California Virtual College-Online Education Initiative) will provide opportunities for many Mt. SAC students; it will be especially interesting to see how much capacity there is for fully-online math courses which compete with Mt. SAC math courses, which always require an on-campus component.
- The mandate implicit in AB 705 will impact all parts of the college; not only will many more

student be placed directly into transfer-level English and math classes, but faculty in a broad range of general education classes will see students who are co-enrolled in or will have completed English and Math courses earlier in their course-taking cycle. Even if the success rate declines in Mathematics, the cumulative level of Math enrollments will almost certainly decline over the next two-three years (if every student takes two attempts to pass a transfer level class, that would likely still result in lower cumulative enrollments than in the prior regime of multiple basic skills courses taken prior to enrolling in a transfer level math course).

- The promise of Open Educational resources to significantly reduce costs to students is inconsistently realized across the campus despite robust support from LLR and other pockets on campus.
- The School of Continuing Education is particularly challenged by changes to Workforce Innovation and Opportunity (WIOA) and a dramatically changed climate for international students and insecurity for immigrant students.
- The so-called “Student Centered Funding Formula” has placed Mt. SAC (and most California community colleges) into a purgatory in which improved student outcomes are *not* rewarded due to the evolving nature of the formulae and the System commitment to continue to fund hold-harmless colleges. It is increasingly difficult to support those students who are transfer-directed and transfer-ready due to the fact that the ASSIST database has been allowed to fall out of date.

Tracking Conditions and Trends: b. Internal Conditions Analysis

- Campus circulation & parking: the college’s aggressive ongoing construction plans are likely to continue to pose challenges to student’s ability to park on campus.
- Classroom space in high-demand time slots falls short of demand; it is unclear to what extent student enrollment patterns can be nudged into non-prime time periods when classrooms are more readily available.
- Demand for counseling continues to grow as the college labors to implement both local (Pathways) and System priorities (Guided Pathways, Student Equity & Achievement Programs, and Vision for Success goals)
- Demand for fully online courses continues to grow despite a Collective Bargaining Agreement that significantly limits the ability of faculty, chair, and dean’s efforts to meet demand in some areas.
- While some divisions have impressive new facilities (the Design Center and new Business complex), other divisions (Humanities & Social Science, Library, Natural Science) struggle with facilities which have been outgrown or are not well maintained.
- Funding for equipment needs has declined *every* year for the past few years, a troubling trend given the increasing dependence of many programs on maintaining the technology in the classroom that students will encounter in the workforce.
- Ongoing categorical funding in Student Services focused on equity initiatives (SSSP, Student Equity, BSI → SEAP) have challenged faculty to meet the needs of the students we have. Reimagined student support services can lead to an expansion of faculty workload which may become unsustainable at some point.
- Facilities needs are present in almost every division, including including storage space and office space for part-time faculty.
- Keeping the curriculum current is increasingly challenging given the pace of technological change in many fields.
- Marketing: several divisions have identified a need for more vigorous marketing campaigns to maintain and increase student awareness of the college’s programs

- SCE considered (and in several cases rose the challenge of) major challenges, including sustaining positive attendance, a problematic climate for immigrant students, and (a happy story) partnerships with credit programs.
- Sustaining adequate staffing continues to be a challenge in every division.
- Maintaining the college's existing technological infrastructure is challenging.

Tracking Conditions and Trends: c. Retention and/or Success (and Completion) Analysis

On the whole, the Divisions report more stability and continuity than change in this arena. Some observations

- The Arts division reported good results in retention and success, ongoing challenge in completion, and a need for improved access to employment data
- The Business Division reports stable retention & success data, with both falling in the 8X% range.
- HSS reports significant increases in the number of degrees awarded, with especially robust ADT generation in Psychology, Sociology, and Communication. Retention rates have remained constant around 87% while success rates improved, (68.2% to 71.8% from 2014 to 2018).
- LLR is particularly focused on the growth of fully online courses and means to support both faculty and students in online modalities.
- The Natural Science Division has seen a small decline in enrollment even as pressure on science labs and other facilities becomes more acute. The Division has just seen the approval of the ADT in Biology with an ADT in Anthropology in review. The Department is prepared to launch a proposal for a Baccalaureate program in Histotechnology should the Legislature and Chancellor's Office re-open the proposal process for these programs.
- Tech & Health that its Division-wide retention rate has been a consistent 91%. While Retention and success rates are impressive, completion numbers are lower due to the number of students who come for skill enhancement rather than certification.

Tracking Conditions and Trends: d. Critical Decisions Analysis

Though not stated directly by most deans, the critical decisions across the instruction spectrum have concerned the most effective ways to balance increased student demand and needs with available resources. The following themes emerged across multiple divisions:

- The evolution of multiple measures into AB 705-mandated placement of most students into transfer level courses challenged faculty and staff across the campus.
- The ongoing need to base decision making on attentive analysis of and application of data. The challenges of schedule building have led to increased collaboration between chairs & deans as the college tries to maximize the fit between student demand and available classroom space. The shift in student interest from afternoon and evening classes to increased online courses is clear—even the Honors program experimented with a fully-online course section. .
- The need to collaborate; the drone program is a collaboration between Art, NSD, and Tech & Health. The ongoing growth of dual enrollment courses offerings is possible only because of the respectful collaboration between the Dual Enrollment staff, deans, chairs, and department faculty.
- SCE has seen significant changes not only in growth but in decisions about what possible policy changes to advocate, including the vetoed proposal to allow census reporting for noncredit

courses. The ongoing challenge of sustaining such a diverse program with such limited full-time faculty leadership continues to be a challenge.

Tracking Conditions and Trends: Analysis of Curriculum Currency & e. Progress on Outcomes Analysis &

This may be the area of most consistent flawless performance, as every division reports that its faculty have remained current with both curriculum updates and assessment of student learning.

CTE programs hold annual meeting with their advisory boards to review and discuss curriculum. Over the past academic year, the Business Division (for example) submitted over 171 curriculum proposals through WebCMS. With several new courses and programs like Big Data being offered in Fall 2019. We also have a great number of programs submitting existing low-unit local certificates for chancellor office recognition and approval.

The new Curriculum Liaisons in Natural Sciences have done an excellent job of keeping departments on current: pre-screening is happening much faster, reminders for responses are sent out more frequently, and both EDC and C&I are approving courses at record speed. The Chancellor's office granting local approval to districts has had a huge positive impact. The courses in the division are current, and chairs and faculty have been responsive to requests for updates and adherence to timelines.

Faculty look forward to the implementation of WebCMS 10.0.

In SCE, the college processed 88 courses, 12 courses went through the four-year review process, 4 courses were deleted, 49 courses were modified, and 23 were introduced. SCE submitted new courses and programs through Ed Design, C&I, the Board and off to the Chancellor's Office. A total of 32 programs completed the local curriculum approval process for new or modified certificates then were submitted into the COCI queue; of these, 32 of the programs were Chancellor's approved to date and ready for implementation.

The Tech & Health Division uses a server for monthly tracking of all department curricular submissions. In last semester since this tracking method has been employed, 100% of chairs have participated in the review of their curriculum and SLOs.

PIE – Instructional Services
Manager Michelle Sampat msampat@mtsac.edu/5480

Division Mission Statement

Do we have one?

1. Summary of Notable Achievements

Curriculum: 552 courses and 87 programs were reviewed and approved this year.

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 Co-ordinator Meetings were held to provide information, share timelines, and establish a collaborative partnership with high school administrators and counselors.

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 [career clusters?]** and mapped sequences for program completion, and teams presented at conferences and workshops throughout the year. The first faculty retreat was held in Temecula in April 2019 with a focus on Guided Pathways implementation. A team of faculty, staff, and managers applied for and were accepted to a series of three Leading from the Middle (LFM) institutes.

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.

Room utilization: The college began implementation of 25Live to maximize use of classrooms.

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%.

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 *in theory*. Program, transfer-level math and English, and CTE unit completions now factor into the funding calculations. Instability in the Chancellor's Office's definition of the formula has resulted in an inability to fund earnings under the SCFF. The Student Centered Funding Formula has implications for dual enrollment as dual enrollment (like enhanced noncredit) 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.

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 Deans Meghan Chen and Madelyn Arballo, has worked on hiring, training, outcomes assessment, marketing, and other aspects of academic support co-

ordination. 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.

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. Retention and/or Success Analysis

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 led 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 and 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 Academic and Student Services Planning Summit.

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 regard 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.

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.

Analysis of Curriculum Currency

The Instruction Office continues to support faculty across campus as they modify existing and develop new curricula.

Analysis of Division's Plans, Activities, and Resources

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.

Grants

Division Manager: Adrienne Price

Division Mission Statement

Enter Mission Statement here.

Summary of Notable Achievements

- During FY 2018-19, the Grants Office monitored 32 active grant projects for a fiscal year funding level of \$12,260,652. These grants had a total funding level of \$29,832,825.
- During FY 2018-19, the Grants Office coordinated the development of 15 new full grant applications and eight letters of intent/preliminary applications for a first-year request of \$2,181,435 and a total funding request of \$3,808,178.
- During FY 2018-19, the Grants Office developed supporting documents for one partner grant application, for a first-year request of \$46,073 and a total funding request of \$147,420.
- During FY 2018-19, of the 15 new full grant applications developed, eight were awarded and five are still pending. The one new partner grant application is still pending.
- At the end of FY 2018-19, the Grants Office was in the process of developing seven additional grant applications for an estimated first-year request of \$1,830,000 and an estimated total funding request of \$8,310,000.
- The Grants Office worked on active grant projects and new grant applications with faculty, staff, and managers from across campus, including Arts, Business, School of Continuing Education, Humanities & Social Sciences, Instruction, Kinesiology & Athletics, Library & Learning Resources, Natural Sciences, Student Services, and Technology & Health.
- The Director participated in monthly meetings to ensure cooperation and collaboration among the departments involved in College advancement.

Tracking Conditions and Trends: a. External Conditions Analysis

This year, more federal agencies announced grant competitions, after two preceding fiscal years when many grant programs had been on hold. Still, some agencies have continued to be slow in announcing funding priorities and/or opening grant competitions (e.g., Department of Labor, NASA). In addition, a government shutdown delayed the announcement of competitions and the announcement of grant awards, impacting our planning and implementation plans. For example, the Title V grant was announced months later than anticipated, pushing the competition deadline into next fiscal year and most likely delaying the start of the next grant period, if funded.

At the state level, we saw the Chancellor's Office increasingly moving in the direction of allocations to colleges, rather than just competitive grant applications. The continued positive economy during FY 2018-19 has led to increased funding to community colleges in the form of categorical programs, but the process by which we receive those funds continues to evolve. As a result, pre-award (grant development) activities may decrease (though some competitive grant applications still require our attention), but post-award management of this increased funding likely will increase.

Increased awards and funding amounts over the few couple years have significantly impacted the post-award side (grants monitoring/management) of the Grants Office. The Strong Workforce Initiative, with its \$7.2 million in grant funding during FY 2018- 19, has required a huge amount of fiscal monitoring

beyond the Grants Office's standard former capacity; thus, the addition of an Administrative Specialist IV to focus on post-award activities has been vital. Still, additional support is needed to adequately service our portfolio of grants.

Moving forward, with the evolving climate of federal and state grants, it is imperative that this department also focus efforts on foundation grant opportunities. Historically, this department has only pursued private funding opportunities that were held in a

competitive application process. This strategy was a result of prioritizing larger funding amounts (federal and state grants) over typically smaller awards (corporate and foundation grants). In addition, securing foundation grants often involves cultivation of these foundations, which requires additional time and resources. Foundation relations is a gap in the college's advancement activities, and the Grants department could work toward addressing this gap, with adequate staffing and resources.

Tracking Conditions and Trends: b. Internal Conditions Analysis

The growth of the Grants Office in the past couple of years has helped the unit to expand its capacity. The Coordinator, Grants, has been able to assist in the identification of potential funding opportunities, the planning of grant projects, and the development of grant applications. This position maintains the funding opportunity calendar and the department website. The Administrative Specialist IV primarily monitors fiscal aspects of active grant projects. This position was originally meant to be assigned to Strong Workforce Initiative (SWI) monitoring for half of the time (half of the salary paid by SWI), but the complexity and multiple allocations within SWI have led to this position spending nearly 100% time on SWI. This limits the unit's capacity for servicing our dozens of other grants.

Another internal condition that impacted the unit was the absence of a Title V project director during the no-cost extension period of the Title V grant. This meant that the Director had to take on this role, including budget management decisions and programmatic reporting. Additionally, he Director served in this capacity for the LA84 Foundation grant, since that project has not had a coordinator for the past year.

The unit continued to participate in monthly advancement meetings, which include managers from Grants, Foundation, Marketing & Communication, Public Affairs, and the President. These meetings enable the various departments responsible for advancement at the college to coordinate our efforts for the greater good of the College, ensuring that we have the same message, that our works complements each other, and that we are not duplicating efforts. This increased communication led to the Foundation and Grants working together on SoCalGas, Heller Charitable Foundation, and Parsons Foundation grants, and they also collaborated on exploring opportunities with Kaiser.

Tracking Conditions and Trends: c. Retention and/or Success Analysis

Does not apply.

Tracking Conditions and Trends: d. Critical Decisions Analysis

Does not apply.

Tracking Conditions and Trends: e. Progress on Outcomes Analysis

The Grants Office has maintained a high level of service in the monitoring of active grant projects and the submission of new grant applications. The Grants Office has also maintained a high return on investment, exceeding targets.

Closing the Loop - Analysis of Progress on College Goals

The Grants Office has an ongoing/multi-year goal to “maintain an annual return-on-investment of at least 15:1.” This goal is linked to College Goal G2.

The FY dollar amount of active grants in FY 2018-19 was \$12,260,652.

The FY operating budget for the Grants Office in FY 2018-19 was \$348,624.

The return-on-investment for the Grants Office (defined as FY grant funding level divided by FY Grants Office operating budget) in FY 2018-19 was 35:1.

The Grants Office has an ongoing/multi-year goal to “secure grants that support exemplary programs, develop new and innovative programs, and encourage internal and external collaborations.” This goal is linked to College Goals G1, G2, and G4.

The FY dollar amount of active grants steadily increased over several years until a significant spike last year. This spike was due in large part to Strong Workforce Initiative funding. The slight decrease from last year to this year is predominately due to a gap in full Title V grant funding, since there was no competition and thus no ability to receive continued Title V grant funding.

\$6,402,728 in FY 2014-15
\$5,966,188 in FY 2015-16
\$7,958,359 in FY 2016-17
\$13,473,565 in FY 2017-18
\$12,260,652 in FY 2018-19

The FY operating budget for the Grants Office over the past five years increased slightly from year to year due to COLA and longevity adjustments to salaries. During FY 2016-17, the budget increased by \$59,791 due to the creation of a new position - Coordinator of Grants - which was filled in late December, 2016. During FY 2017-18, the budget increased by another \$40,651 due to the modification of a position - Administrative Specialist IV - which was filled in May, 2017. The latter position’s funding is split 50/50 with Strong Workforce Initiative funding, since the majority of this position’s work is dedicated to Strong Workforce.

\$209,042 in FY 2014-15
\$219,206 in FY 2015-16
\$278,997 in FY 2016-17
\$319,648 in FY 2017-18|\$348,624 in FY 2018-19

The return-on-investment for the Grants Office (defined as FY grant funding level divided by FY Grants Office operating budget) remained stable over several years until a significant spike last year, followed by a slight drop this year. The FY ROI is well above the 15:1 goal.

31:1 in FY 2014-15
27:1 in FY 2015-16
29:1 in FY 2016-17
42:1 in FY 2017-18
35:1 in FY 2018-19

The Grants Office has an ongoing/multi-year goal to “inform the campus community about grant writing and the grant development and grant management processes.” This goal is linked to College Goals G2 and G4.

The unit delivered a presentation called “Introduction to Grant Writing” through POD on October 23,

2018. The evaluations were positive, and the Director plans to deliver this presentation annually. The unit delivered a presentation called “Grant Funding at Mt. SAC to Associated Students on February 19, 2019. In addition, the unit was scheduled to deliver presentations on grant management and budget development as part of a larger series on project management offered through POD during Fall 2018; however, the series was cancelled.

The unit met with 32 individuals/small groups to discuss new grant opportunities and the grant development process. Some of these initial meetings were followed up with multiple planning meetings to pursue specific grant opportunities.

The Grants Office has an ongoing/multi-year goal to “provide a high level of support to faculty, managers, and staff involved in the development and implementation of grant projects.” This goal is linked to College Goals G1, G2, and G4.

The unit met with every new project director to discuss budget set-up, reporting requirements, purchasing needs, hiring and payroll processes, and time and effort reporting (federal grants only). In addition, the Grants Office met in person, communicated by phone, and communicated by email with all existing/ongoing project directors regarding budget monitoring, administrative questions (e.g., purchasing, payroll, human resources), progress and final reports, and other issues that arose.

During FY 2018-19, the Director and Coordinator participated in the Council for Advancement & Support of Education (CASE) Conference for Community College Grant Professionals. The Coordinator also participated in CASE’s Federal Funding Task Force, a group of community college grants professionals who interview federal program officers about changing trends in their agencies and upcoming grant opportunities. This group then reports out to their colleagues through presentations and the updating of a wiki regarding grant opportunities for each federal agency. During FY 2018-19, the Director participated the PEAK Grantmaking Conference, which brought together grant making agencies and provided networking opportunities with various national foundations. The Coordinator participated in the Council for Opportunity in Education (COE) TRiO Student Support Services Proposal Writing Workshop. The Director and Coordinator shared lessons learned with the staff upon their return.

Analysis of Curriculum Currency

Does not apply.

Analysis of Division’s Plans, Activities, and Resources

The Grants Office plans to continue to provide high-quality service to faculty, managers, and staff seeking grant funding, as well as those implementing funded grant projects, while expanding the variety of grant opportunities that the college pursues. The department will maintain an up-to-date webpage, regularly assess customer satisfaction, and expand efforts to cultivate relationships with regional and national foundations.

There has been an ongoing need for additional printing and maintenance of the Grants Office’s photocopier/printer since the staff has doubled in size and the number of projects being monitored has increased significantly. The current budget is \$700, and the unit has exceeded that amount each year. Ongoing increase to this account have been requested for the past two fiscal years, and the unit has been approved for one-time increases. The need is ongoing.

In 2017, the unit’s request to convert professional expert salaries into a 0.475 permanent part-time Administrative Specialist IV position was approved. At the same time, the college’s Strong Workforce Initiative (SWI) began. A decision was made to combine the half-time position approved by CTEAC with

the half-time position in the Grants Office. This structure is not working well for either department. This position devotes almost 100% of her time to SWI, leaving little time to assist with other unit projects. In addition, the SWI Director currently has no administrative support of her own, unlike all other large initiatives on campus. The unit wants to fully fund this position, releasing SWI funding to support administrative assistance for the SWI Director and freeing up the Grants Administrative Specialist IV to work on other office projects, a need that persists in the unit. This ongoing request includes \$38,735 in salaries and \$16,408 in benefits.

Research and Institutional Effectiveness

Division Manager: Barbara McNeice-Stallard

Division Mission Statement

The Mission of the RIE Office is to increase Mt. San Antonio College's (Mt. SAC's) capacity for data-driven decision making by:

- *Providing resources and research expertise to support the College to use collaborative inquiry.*
- *Improving effective information delivery systems and integrity.*
- *Training the College to use excellent research and evaluation practices.*
- *Providing comprehensive program and services evaluation based on key performance indicators.*

Summary of Notable Achievements

The RIE Office operates as a centralized office under the Instruction Team. All researchers on the campus are hired by and report directly to the RIE Director. The Director assigns researchers to work with the project teams who funded their salaries or who ask for RIE services. In order to improve efficiencies, the same researcher will typically be assigned to the same project team. RIE staff work collaboratively with others in the office to improve their efficiencies and learn from each other. Progress on projects is tracked by the staff and manager through Smartsheet. Special effort is made to closely track time and effort on federal grants. Time is allocated and re-allocated according to needs of the projects and the priorities of the College.

Reviewing the work of the RIE Team, its Mission, and the Mission of the College, the Team believes that it is fulfilling its Mission. In particular it is achieving higher level collaborative inquiry processes and Data Coaching with its work with employees across campus.

The Director provides support for College-wide Institutional Effectiveness. Institutional effectiveness applies to many projects (e.g., AACC Pathways, Student Success Metrics, and Accreditation) and services (e.g., Office management, Project Tracking, and Networking within the College). Our data provides insights into the college on what works and what doesn't work to help keep key stakeholders accountable. There is a yearly review of College-wide and state-wide indicators (aka metrics) of student achievement, outcomes, and fiscal viability. These data are discussed with the Institutional Effectiveness Committee as well as the Accreditation Steering Committee and the President's Advisory Council. The conversations revolve around the progress the College is making on achieving its goals and how its progress compares to the state-level metrics. Examples of key metrics are Institutional-set Standards (AC-CJC) and Local Goal Setting (Chancellor's Office).

Changing to a course placement Assessment discussion, RIE also provides support for examining the efficacy of course placement practices and provides evidence for faculty to use to decide if a change in how students are placed should be considered (e.g., English, Math). The RIE Team worked on multiple measures projects including a review of the placement levels of students if we had had their self-reported versus High School Transcripts. This project was for the English and Mathematics Departments. The data was used by faculty as one piece of the puzzle toward deciding how to change the course placement rules. The RIE Team worked closely with IT to support this effort as well as with many others across campus. April 2, 2018 marked the beginning of placing students based on their self-reported high school grades and GPA. RIE also created a Multiple Measures Research Action Plan and collaborated with faculty on its nuances. In 2018-19, the Multiple Measures Research Action Plan was executed. The Senior Research Analyst's time was devoted 99% of the time to this complex project in collaboration with faculty, IT, and administration. The project was nominated for a state-wide IT Award.

To examine Academic Excellence, the Cohort (or group) tracking of students are the major projects the RIE Office oversaw in 2018-19 and it will be continuing into 2019-20. These studies provide long-term reports that shed light as to changes/improvements over time in the program and its impact on students (e.g., Basic Skills and Tutoring, Bridge Long-Term Cohort Project, Student Equity, AB 705 results of new Assessment Questionnaire placement process). A new Cohort project focuses on measuring students' use of services on campus (e.g., Tutoring, Arise) and it is now widened to include the overall academic health of students. Periodic reports are given to President's Cabinet.

Professional Development: Given that there are 8.5 permanent classified staff (researchers, administrative) and 3-4 part-time professional experts, RIE continues to provide more time for structured professional development and norming exercises to ensure consistency in data integrity, research methodology and analyses, reporting, and use of collaborative inquiry. In early 2019, all RIE staff were required to attend PD related to Training from the Back of the Room. This provided the staff with an opportunity to engage in brain-based learning and to apply that learning immediately. The team used it to help the Student Equity Committee and the Student Preparation and Success Council to understand the Chancellor's new and evolving Student Success Metrics and the metrics for the Student Equity Plan.

Dialogue & Role on Campus: RIE Team members serve on governance, advisory, and operational committees to promote communication across divisions, units, and departments. This positions the RIE Team to be at the table for many discussions which allows the Team to broaden its understanding of College-wide issues and allows the staff to provide professional development to the College. In some cases, the meeting does not begin until the researcher is present - this says a lot about the value placed by others on the researcher. RIE team members have excellent opportunities to engage in College-wide and project-specific decision making through committees and initiatives as noted below. The RIE Team member is responsible for providing research and evaluation expertise.

Tracking Conditions and Trends: a. External Conditions Analysis

Theme: Data Driven Decision-making

- Institutional directives (AACC Pathways, Statway) as well as federal and state mandates (CCCCO Student Success Metrics (SSM)) provides an opportunity for RIE to learn about different types of data, different data reporting processes, and how to engage groups in higher-level data conversations. The data conversations allow areas to reflect on the data and other aspects of the situation to make the best possible data-driven decision to improve student success. These projects allow RIE to discuss College-wide goals on student achievement measures with committees as well as the Board of Trustees. Based on this continued improvement of our work, RIE is advocating for more Data Coaching. Data Coaching should be a faculty-led process that would allow RIE Team members to coach many on data issues - qualitative, quantitative (e.g., focus groups, outcomes assessment, course success).
- Federal accessibility requirements (ADA Compliance) requires many more hours of RIE's time per request. Over the past year, RIE started to master the processes involved and understood when it was necessary (e.g., publicly available reports) and when it was not (internal request with no special ADA requests).
- Ways to access data via Dashboards are becoming more and more requested. RIE has a more robust Dashboard this year. RIE spent time listening to feedback and improving upon it. RIE works with Student Service areas (EOPS, Access, CalWorks) to build customized Dashboards both with and without MIS data. School of Continuing Education (SCE) is also building Dashboards

with RIE's assistance. Other Dashboards that would help the College are still to be built including: (1) new funding formula, (2) AB 705 (multiple measures), (3) Guided Pathways, and (4) Student Equity. RIE added a member to its team in July 2019 who has expertise in Dashboards.

Tracking Conditions and Trends: b. Internal Conditions Analysis

Staffing: In early July 2019, two vacant Senior Research Analyst positions were filled. These two positions will join M. Similar to last year, some staffing assignments (full-time and part-time) were changed to allow for improved customer service and to align with new mandates (e.g., Student Equity and Achievement Program (SEAP)). Permanent staff are more specialized in their research assignments which provides for a continuity of assistance to the project teams. Many projects are funded by more than one source and thus could have more than one researcher assigned. RIE is streamlining their staffing assignments so that a project team only works with one researcher, when possible.

Changing Landscape: The campus continues its engagement in data driven decision making as a result of both the campus culture requiring it as well as outside (external) agencies requiring it. Grants have always had some level of data required but over the past six years the data requirements have become more strategic and directive in what they need to demonstrate our continued eligibility for funding. The College's national research initiatives (AACC Pathways) continues to require a different and deeper review of student progress data which necessitated guided, reasonable group discussion about the data (e.g., Pathways Workgroup). These changes also brought with them increasing emphasis on planning and evaluation and its links to resource allocation.

Tracking Conditions and Trends: c. Retention and/or Success Analysis

The RIE Office operates as a centralized office under the Instruction Team. All researchers on the campus are hired by and report directly to the RIE Director. The Director assigns researchers to work with the project teams who funded their salaries or who ask for RIE services. In order to improve efficiencies, the same researcher will typically be assigned to the same project team. RIE staff work collaboratively with others in the office to improve their efficiencies and learn from each other. Progress on projects is tracked by the staff and manager. Special effort is made to closely track time and effort on federal grants. Time is allocated and subsequently re-allocated according to needs of the projects.

The Director provides services to the College as a whole and endeavors to manage the approximately 300 activities and projects that are required by the multiple funding sources including the District, Student Equity and Achievement Program (SEAP), Guided Pathways, and Grants (federal and state). The centralized model allows for efficiencies and institutional effectiveness.

For PIE work, RIE continues to use group meetings to provide the Team with an opportunity to engage in the PIE process. This allows for synergy of thoughts, open input, and deeper discussions about the value of what we do and how we contribute toward the higher-level goals of the College.

Tracking Conditions and Trends: d. Critical Decisions Analysis

The RIE Team continues to be trained to be intrusive in their research support. Researchers help others recognize how their program/service is helping students. Researchers know the data to connect to the purpose of the project. Researchers strive toward helping others see the overall success of their project. Researchers bring a new perspective to look at and an overall purpose as they focus on different research perspectives with a different lens. Researchers tend to ask others "How things are working for you?" or "How is your work aligned with what the college is doing?" Sometimes project teams have long-term goals (e.g., my students will earn their Associates Degree). These milestones inform the College and respective programs on progress being made (e.g., number of degree credits earned) and where the con-

gestion or blockage is occurring (e.g., students are less likely to take math courses needed for degree completed). Throughout the process, Researchers use their Data Coaching tools to help the leads' understand their data.

Several critical decisions were made to improve RIE's use of technology. The IT and RIE Departments jointly asked for a Data Engineer position to help with the complex system we use to query the College's millions of student records (i.e., ODSP). The College supported the request and the process is ongoing with HR to finalize the job classification and to post it for hiring. The Data Engineer will help maintain the ODSP as well as to help with writing queries, data blocks, and reports including professional development for staff. While the RIE team is working well doing the aforementioned, their job description does not include deep level monitoring of the integrity of the ODSP or deep level monitoring the integrity of the data views and queries. Having the Data Engineer take on this role will also help with the new funding formula as it will include maintaining the validity and reliability of the data elements and its translation into the MIS data which the Chancellor's Office uses for the funding formula calculations. The Data Engineer position will allow the researchers more time-on-task with direct research endeavors. RIE looks forward to an incredible year of change to its efficiencies in 2019-20.

RIE is required to complete Federal, State, and Accreditation mandates. There will always be more work to do than person-hours available. The Department's critical decision was to continue to ensure that mandates were done and to ensure that non-mandated project team leads were informed of their new project deadlines for completion, as necessary.

The more the campus understands what RIE can do for them, the more they request our services. This is fantastic as well as challenging. In 2018-19 there were 300 major projects plus many more minor projects that RIE supported. Examples of these projects include:

- Accreditation
- Cohort Tracking of Services Students Use
- Employment Survey (CTEOS)
- Enrollment management
- Federal, State reporting (IPEDS, GP, SEAP)
- Graduation Survey
- Grants (Arise, Trio, Perkins)
- Guided Pathways (GPS Website, Business Process Analyses, AB 7050)
- National Projects (AACC Pathways)
- Program-specific evaluations (Paralegal)
- Strategic Planning
- Student Centered Funding Formula (SCFF)
- Student Survey (CCSSE)
- US Dept of Education Cohort Tracking

These projects were funded from different budgets with different requirements: District, Grants (Title V, Title III (Arise), BSSOT), Articulation, Nursing, Basic Skills, Student Equity and Achievement Program (SEAP), SWP, and Guided Pathways. When researchers do excellent work, they are being asked to complete work on other projects. While the RIE Director assigns work, this requires strong project management to be able to adjust and re-adjust their projects to accommodate this effort (or find other personnel. Given that there are 7.5 permanent researchers, one administrative assistant, and 3-4 professional experts, this is complex. A critical decision made this year was to increase two vacant research positions

to a higher-level research positions. This will allow the office to have three Senior Research Analysts. As these two new researchers began in July 2019, this will allow RIE to extend its ability to leverage the “lead” efforts of the Senior Research Analysts to lead and coordinate projects with the other researchers, faculty, and administrators. This will allow the Senior Research Analysts to provide direction to improve the quality of the RIE Team’s research efforts and it will allow them to have others help them in their complex research projects.

Tracking Conditions and Trends: e. Progress on Outcomes Analysis

Does not apply

Closing the Loop - Analysis of Progress on College Goals

RIE continues to provide many opportunities for dialogue across campus, within committees/groups, and related to specific projects. Data Coaching and collaborative inquiry are standard practices within the RIE Team that allows others to take ownership of their data and be part of the process from start to finish. While the RIE Team is excellent at working with those who request their services (either via pre-decided funded projects (e.g., Student Equity, Grants) or ad hoc research requests), there is still a need to advise the broader campus as to what the RIE does and the important findings from specific projects. This work will be developed via the web page re-design, branded communications, and specialized-focus on projects (e.g., Student Equity). The Director is meeting with the Academic Senate President to discuss opportunities for communications with faculty.

The College continues to support RIE Team in its endeavors whether it be funding permanent research positions, funding operational resources (supplies, software), or inviting the RIE Team to be at the table for major events (Multiple Measures and AB 705). RIE Team members are considered invaluable members of groups and committees. Their input and insights are valued by the College and sometimes sought before major decisions are made. Future endeavors of the College to support Data Coaching (Title V Grant Submission) and Data Visualization (Power BI Dashboards in PIE (TracDat)) are clear indicators that the RIE Team has a pulse on the needs of the College. The RIE Team’s Institutional Effectiveness Goal is one that will never end.

RIE works with IT to ensure its data security is on target. RIE also works with IT when outside entities are requesting data transfers (e.g., WestEd) via projects already agreed upon by administration and already approved by the Director of RIE. The efficiencies of the RIE team will be improved once more standardized data views/blocks are approved by the three (3) Senior Research Analysts. The addition, from IT, of a Data Engineer will also help to ensure that the Data Warehouse is up-to-date and will also help build more consistent data views for RIE.

The needs of the RIE team for professional development are varied. The support provided the team is helpful. A more consistent, predictable funding stream is needed to improve efficiencies and increase opportunities.

Overall, the College is doing a very good job at supporting the RIE with its resource needs. Given the limited monies available, the RIE Team appreciates that our highest needs are being met and/or addressed. The highest need now is for office space that is functional for the work that the team members need to accomplish. This requires large work surfaces, large computer monitors, large storage areas, functional lighting, secure areas, and quiet locations to be efficient.

Analysis of Curriculum Currency

Does not apply.

Analysis of Division's Plans, Activities, and Resources

Looking forward, RIE has many future plans, activities, and resource needs:

- **Data Coaching:** Providing support and leadership with faculty to train the college on data sources and understanding and using data.
- **Informed for Action Day:** An Informed for Action Day is proposed for March 13, 2020. It will provide an opportunity for 80-100 employees to attend conference sessions to engage in the following: (1) research being conducted on campus by our employees and others for their doctorate/master, (2) research being conducted on campus by our employees to improve programs and services, and (3) research and evaluation tools (Qualtrics). The sessions will use Data Coaching and *Training From the Back of the Room* techniques to engage attendees in the research and how to use the findings for action. Informed for Action Day will be part of a larger series of events to engage the campus in reflective and actionable research using Data Coaching.
- **Collaborative Inquiry:** Infuse collaborative inquiry into Data Coaching.
- **Data Integrity/Efficiencies:** Leveraging the skills of the Senior Research Analysts and the Data Engineer, in collaboration with the RIE Team, will be used to build data warehouse tools and data visualizations for efficient operations. The addition of a Data Engineer (from IT) will also help to ensure that the Data Warehouse is up-to-date and will also help build more consistent data views for RIE.
- **Professional Development:** Secure a predictable funding stream and align needs with offerings.
- **Office Space:** The highest need is for office space that is functional for the work that the team members need to accomplish.
- **Communications Plan:** Creating and implementing a Communications Plan including branding, digital communications and alignment with Guided Pathways and the proposed Informed for Action Day.

VP Instruction Goals: TBD