



## 2012-2013 Academic Year

### Academic Affairs Annual Division Plan

#### PLANNING

##### a. Review of Previous Goals

Formal goals have never been set for Academic Affairs. However, a Student Success plan for AY 2011-2012 was finalized for the division in October 2011:

<u>Description</u>	<u>Effectiveness Measure</u>	<u>Strategies</u>	<u>Progress</u>
Engage in broad-based dialogue regarding student success and best practices	Improved student success, retention, and persistence, leading to improvement in transfer to 4-year institutions, completion of terminal CTE certificates and degrees, and placement of students with employers.	<ol style="list-style-type: none"> <li>1. Hold two instructional staff and faculty professional development days focused on strategies for increasing student success.</li> <li>2. Hold at least one professional development day specifically directed at adjunct faculty members to explain and promote strategies of student success.</li> <li>3. Continue to hold semi-annual Career Technical Education collaboration and professional development retreats.</li> <li>4. Create a new participatory governance committee focused on Student Success, whose charge would be to oversee and provide guidance to student success efforts through the whole process from initial contact through remediation to degree-transfer completion.</li> </ol>	<ol style="list-style-type: none"> <li>1. one done, one pending</li> <li>2. done</li> <li>3. one done, one pending</li> <li>4. not done</li> </ol>
Create better structured programs of study designed for completion and more effectively publicize program information for	Increased student persistence through and completion of programs; increased percentage of students successfully completing 12 units within one year.	<ol style="list-style-type: none"> <li>1. Audit all programs college-wide with the purpose of revising programs that are challenging for students to achieve and eliminating obsolete programs that no longer fit transfer or workforce needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. ongoing</li> </ol>

students		<ol style="list-style-type: none"> <li>2. Develop a new program review template for instructional programs that centralizes student performance and SLO achievement and provides for standardized data sets for decision-making and resource allocation.</li> <li>3. Create pathways of completion for each program and each site it is offered.</li> <li>4. Revise program information on the College website and in promotional materials to better publicize and more effectively facilitate student entry into and exit out of programs.</li> <li>5. Integrate program outcomes, completion rates, costs, and gainful employment data with other program information on the college website and in promotional materials so students have all the information they need.</li> </ol>	<ol style="list-style-type: none"> <li>2. to Senate for adoption</li> <li>3. to be done in Spring</li> <li>4. to be done in Spring</li> <li>5. to be done in Spring</li> </ol>
Improve the education of basic skills students	Increased student retention and success in basic skills courses; better student improvement at the next level of sequenced courses in writing, reading, and math.	<ol style="list-style-type: none"> <li>1. Implement a Student Success (Basic Skills) lab at IWV, KRV, Mammoth, and Bishop to provide supplemental instruction in reading, writing, and math.</li> <li>2. Add a focus on learning/study skills and self-efficacy skills to the course outlines of record in all basic skills courses.</li> <li>3. Provide mandatory, focused professional development for all instructors (full- and part-time) who teach basic skills courses.</li> </ol>	<ol style="list-style-type: none"> <li>1. done at IWV, to be done at other sites</li> <li>2. to be done in Spring</li> <li>3. scheduled</li> </ol>
Broadly implement strategies to more actively engage students in learning	Increased student retention and success within courses and more students persisting within programs; increased percentage of students who successfully complete, within	<ol style="list-style-type: none"> <li>1. Use SLO achievement data to review courses and concepts within courses that are challenging for students to accomplish.</li> </ol>	<ol style="list-style-type: none"> <li>1. ongoing</li> </ol>

<p>Implement a more effective enrollment management process that uses student demand and program design to determine scheduling needs</p>	<p>one year, courses one level below transfer and then at transfer level, in the areas of math and English.</p> <p>Fewer added/cancelled sections; fewer DR grades; better student retention and success</p>	<ol style="list-style-type: none"> <li>2. Make more effective use of learning support services such as tutoring and other supplemental instruction in degree and transfer courses.</li> <li>3. Re-institute proctoring in at least one department as a method for more effectively authenticating student identity in distance education courses.</li> <li>4. Integrate the CTE Student Success Moodle for tutoring, mentoring, and making course materials available for CTE programs.</li> <li>5. Establish a pilot cohort model for CTE programs with defined entrance requirements and an application process; this cohort will follow a specific program sequence of courses that will be established via the approved career pathway; a cohort tutor will be assigned to work with the group during specified times.</li> <li>6. Let departments and individual department initiatives be laboratories for effective student success strategies; use faculty chair meetings as a conduit for reporting-out of successful strategies; compile a 'report card' of successful strategies at the end of the year.</li> <li>1. Build a schedule for student success that reflects student demand and program design; adhere to that schedule.</li> <li>2. Establish and adhere to first-day login and enrollment procedures that reflect best practices in getting the right students into the right classes at the right time.</li> </ol>	<p>2. ongoing</p> <p>3. done</p> <p>4. done</p> <p>5. ongoing</p> <p>6. ongoing</p> <p>1. in process for Spring</p> <p>2. in process</p>
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**b. Review of Overall Section**



## Instruction

Under new leadership, the Academic Affairs division is having to play catch up in the areas of planning, program review, and SLO Assessment. By the end of this current Academic Year (2011-2012), the division proposes to be current with all SLO assessment and program reviews. This will have been a massive undertaking, not so much because the processes have not been in place or because the understanding of assessment has been absent, but simply because departments were not kept to due dates and timelines. Completion of these tasks were allowed to slip and slip until we were in the position of having to catch up all at once. This current year, however, we have made significant progress in cleaning up programs and getting SLO's and program reviews on a clear path to completion. Several programs have been revised; many obsolete programs have been inactivated. As of December 1<sup>st</sup>, we now have a list of all programs at all sites so that we can complete the next steps of effectively building a long-term schedule. The effect of this has been to enormously clarify what SLO and program review work remains to be done. Faculty chairs have developed a timeline for completing SLO's. An adjunct professional development day was run in November to assist in this effort. Program reviews are not just scheduled but will be assisted to completion by the college's new Institutional Effectiveness Committee.

In terms of planning, another most important piece that has gotten accomplished this year is the formulation of an integrated planning cycle. This is important not just for providing a way to connect the different levels of planning (section and divisional plans for Academic Affairs have never been written before) and not just to better align divisional goals and resource allocation with overall college strategic goals, but also to give us a foundation to develop and disseminate institutional data and documents. An Institutional Planning sub-web has been started to house the college's annual unit plans and other documents that are part of the integrated planning cycle. A work plan and set of priorities has been conveyed to the institutional researcher with the result that a comprehensive set of Program Review data was made available by November 30 for programs undergoing program review this year. In short, a plan for data needs has been largely developed, as has a mechanism for disseminating information and planning documents----something the division has desperately needed.

Student success has emerged this year as a high priority for the district and the college. The division has met this objective by creating a student success plan for 2011-2012 and by focusing on program clean up as its highest priority. As mentioned above, numerous programs have been revised or inactivated so that better structured programs of study designed for completion can be offered to students beginning Fall 2012—a leaner catalog reflecting more accurately the programs we can commit to offering. A secondary effect of this is that we can more effectively publicize program information for students on the college website. Now that we have determined which programs can be offered at which sites, we are in position to create much more effective program pages as a marketing tool and be able to publicize information up front to students, such as two-year pathways for each program.

Last year saw the convening of a Distance Education Task Force to recommend solutions for the accruing problems of our distance education program here at Cerro Coso. Among those recommendations were resuscitating the faculty online training program, getting some agreed upon language established about regular effective contact and minimum expectations, and hiring a Director of Distance Education. These projects are all in process and on schedule to be completed by the end of this current year. What remains for next year will largely be establishing and implementing a professional development plan and setting one- and two-year goals for distance ed improvements—all with student success as the objective and prime motivating factor.



### Learning Support Services

One of the efforts of this current year across the college as a whole has been to shore up our tutoring and learning support services, including proctoring. The LAC and LRC folks have met with the site directors and worked out a plan for consistent staffing in each of the LAC/LRC's and for minimum services that will be provided. The prior model of staffing the LAC's with faculty members worked well for IWV with its core of full-timers. But it was expensive and did not work so well for the other campuses who had to juggle various adjunct faculty from semester to semester. With dedicated permanent employees, the centers can get the kind of traction they need to establish consistency and stability in these services. It also permits basic skills to ramp up its student success labs and begin deploying them out to the non-IWV campuses, including online where the CTE program has already been piloting a Moodle-based version.

As for the Learning Resource Centers and library services, the college has a demonstrated need for an additional librarian. Now is probably not the time to hire that person, but with the library's intention to bring more research and reference help to courses and programs, as well as to expand the scope and functionality of the LRC website, this position should be on our radar for future consideration.

### c. Goals for Upcoming Year

#### ***Goal 1: Foster a Comprehensive and Rich Learning Environment: Implement a variety of student success strategies to more actively engage students in learning***

1. *Connection to College Strategic Goals:1, 2, 4*

2. *Specific internal or external condition(s) the goal is a response to: Accountability expectations of such agencies as CCCCO and ACCJC/WASC—in particular, the level of “Sustainable Continuous Quality Improvement” demonstrated in all three ACCJC rubrics; KCCD strategic goal #1, ‘Greater responsiveness to community needs through programs offered, the establishment of college areas of particular strength, and area workforce development.’; KCCD strategic goal #2, ‘Respond more effectively to the needs of under prepared students.’*

3. *Strategies:*

- a. *use Program Review and Student Learning Outcomes data to identify gaps in achievement and implement improvements*
- b. *Hold two instructional staff and faculty professional development days focused on strategies for increasing student success.*
- c. *Hold at least one professional development day specifically directed at adjunct faculty members to explain and promote strategies of student success.*
- d. *Continue to hold semi-annual Career Technical Education collaboration and professional development retreats.*
- e. *Create an in-house Student Success data repository to gather and report out best practices.*



*4. Measure of Success: improved success and retention; increased percentage of students who successfully complete 12 units within one year; increased scores on all benchmarks as measured by the Community College Survey of Student Engagement (CCSSE) 2011 baseline.*

**Goal 2: Become a model of Student Success: Improve online instruction**

*1. Connection to College Strategic Goals: 1, 2, 3, 5, 6*

*2. Specific internal or external condition(s) the goal is a response to: Comparatively low student success and retention rates in the online environment; accountability expectations of such agencies as CCCCCO and ACCJC/WASC; KCCCD Strategic Goal 1, 'Become an exemplary model of student success'; KCCCD Strategic Goal 3, 'Foster a comprehensive and rich learning environment'; KCCCD Strategic Goal 4: 'Strengthen personnel and institutional effectiveness'*

*3. Strategies:*

- a. develop a required modular self-assessment orientation/tool for first time, online students to assess readiness for courses offered via Distance Education.*
- b. develop "Guidelines for Effective Practices in Distance Education"*
- c. provide resources to revise the Online Faculty Training curriculum to be offered as training modules, either in-house or through Contract and Community Education.*
- d. provide resources to support faculty in developing high-quality, interactive, content rich courses by providing ongoing training, professional development, and ongoing assessment of emerging technologies to enhance courses offered via Distance Education.*
- f. develop a process for reviewing individual course sections that are offered, or proposed to be offered, via Distance Education delivery.*
- g. implement a proctoring support program for online courses.*
- h. make an extensive tutoring program available to all distance education students.*
- i. develop and implement a method of informing faculty of available features in Moodle and provide training in the use of those features.*

*4. Measure of Success: increased success and retention in online courses.*

**Goal 3: Become a model of Student Success: Improve basic skills instruction**

*1. Connection to College Strategic Goals: 1, 2*



2. *Specific internal or external condition(s) the goal is a response to: Comparatively low student success and retention rates; continued involvement in the Basic Skills Initiative; accountability expectations of such agencies as CCCCCO and ACCJC/WASC; Student Success Task Force recommendation #4, 'Improve the Education of Basic Skills Students.'; KCCD Strategic Goal 1, 'Become an exemplary model of student success'; KCCD Strategic Goal 3, 'Foster a comprehensive and rich learning environment'; KCCD Strategic Goal 4: 'Strengthen personnel and institutional effectiveness'*

3. *Action Plan:*

*a. use Student Learning Outcomes data, tutoring usage statistics, and other information to identify gaps in achievement and implement improvements.*

4. *Measure of Success: Completion of a formal report evaluating the changes, by December 15, 2012; better course retention, success, and achievement of SLO's in Fall 2012 and Spring 2013 semesters.*

**Goal 4: Respond to Community Needs: Partner with local-area high schools to improve college-going rates**

1. *Connection to College Strategic Goals: 1, 2*

2. *Specific internal or external condition(s) the goal is a response to: Student Success Task Force recommendation #1, 'Increase College and Career Readiness'; KCCD strategic goal 1, 'Become an exemplary model of student success,; KCCD strategic goal 6, 'Respond to community needs';*

3. *Strategies:*

*a. Initiate or continue meetings between college and high school faculty to align curriculum in the areas of English, Math, and Science.*

*b. Continue to update CTE articulation agreements with feeder high schools.*

*c. Pilot a Middle-College or 'dual enrollment' program at KRV*

*d. Research grants that will engage the college with local high schools*

4. *Measure of Success: Report formally completing alignment of math and English skills with each participating high school. Perhaps complete articulation agreements.*

**Goal 5: Strengthen Institutional Effectiveness: Operate at the level of Sustainable Continuous Quality Improvement in both Program Review and Student Learning Outcomes**



1. *Connection to College Strategic Goals: 1, 2, 3, 4, 5*

2. *Specific internal or external condition(s) the goal is a response to: KCCD Strategic Goal 1, 'Become an exemplary model of student success'; KCCD Strategic Goal 3, 'Foster a comprehensive and rich learning environment'; KCCD Strategic Goal 4: 'Strengthen personnel and institutional effectiveness'; ACCJC Rubrics for Program Review and Student Learning Outcomes*

3. *Strategies:*

- a. Make sure program review processes are ongoing, systematic and used to assess and improve student learning and achievement.*
- b. Review and refine the program review processes as needed to improve institutional effectiveness.*
- c. Use the results of program review to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.*
- d. Make sure student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.*
- e. Continue ongoing, pervasive and robust dialogue about student learning*
- f. Evaluate student learning outcomes processes.*
- g. Evaluate and fine-tune organizational structures to support student learning*
- h. Make student learning improvement a visible priority in all practices and structures across the college.*
- i. Link learning outcomes specifically to program reviews.*

4. *Measure of Success: completion of program reviews and student learning outcomes on schedule; dialogues and flex day activities on improved program review and SLO processes; program and course improvement plans; completion of comprehensive assessment reports*

## RESOURCES

### a. Facilities

#### **Liberal Arts and Sciences:**

The new Art Building at IWV has been completed and occupied, and much of AY 2012-2013 will be spent troubleshooting problems. A request has been made to convert more of the EW into smart classrooms, but this is a relatively low priority since scheduling can accommodate the need for now. But as a long-term goal, it would benefit instruction to make each of our classrooms into smart classrooms.





One additional long-term need at IWV is to increase the number of larger classrooms that can accommodate between 35 and 50 students. Right now, classes offered in the East Wing (except those in 203 and 206) are capped at 30 because that's the room there is. Likewise, the computer labs in the LRC hold a maximum of 29-30 students. It is hoped that much of the swing space on the third floor will be converted into larger classrooms in the coming months and years.

The biggest facilities need for the LAS sub-division is a college center at California City. While many of the course offerings in LAS do not require special rooms and could be taught at California City High School, for instance, some courses do—in particular, Art, Music, and Science. At least one iTV classroom would make the center much more viable, to receive instruction from Ridgecrest and KRV. In terms of learning support services, once we commit to an on-ground presence at California City, we will need to offer the same minimal services that we offer at the other sites: an LAC, an LRC, and minimal staffing.

The same goes for KRV, though we know we will not be out of our current lease at Lake Isabella until the end of the academic year. Still, much planning will be going on for KRV during AY 2012-2013. The current idea to leverage our proximity with the local high school means we can use their Art/Music and Science facilities and not have to establish or equip our own. If that doesn't work out, however, then we will need a plan B.

#### **Career Technical Education:**

*Administration of Justice/Fire Technology/EMT/Occupational Safety:* A permanent space for ADMJ/FIRE/EMP/INSF to hold academies and classes has been requested over the past several years. They are in a temporary space in 350D, but need a permanent location dedicated to these programs. Equipment for the instruction of these programs is scattered all over the IWV campus and is not secured. We have received some large equipment as a donation (simulators) that cannot be put in the temporary space (3<sup>rd</sup> floor) as they are too heavy and require sufficient space. This equipment is currently in the old machine tool area awaiting a home.

*Trades Instructional Space:* Additional space is needed at the IWV site for trades (Industrial Technology (Electronics/ Engineering Technology, Fabrication, Renewable Energy, Welding) programs. Much of the new equipment coming in (e.g., mock-up of a wind turbine) is large and is impeding instruction. The request to make use of the old Machine Tools area (WW 147) has been submitted to the President and already approved; however, a detailed configuration of how the space is to be used and timeline for the move has yet to be finalized.

*KRV Health Careers Skills Lab:* The TAA grant will require the setup of a new skills lab and an iTV classroom at the Kern River Valley campus. Current space is not available or adequate for the new LVN and Medical Assisting programs at that campus.

#### **Kern River Valley and South Kern campuses:**

The search for campus facilities at each of college center sites continues to be a priority. The direction of developing a Middle College Model that partner with the public schools and the college center requires facilities that serve the college students and the high school students that are ready to benefit from enrolling in college credit instruction. The college facility and the join use facility will need to serve students with morning, afternoon and evening courses.



The TAA grant for Health Careers will require the setup of a new skills lab and an iTV classroom at the Kern River Valley campus. Current space is not available nor adequate for the new LVN and Medical Assisting programs at that campus.

**Eastern Sierra College Center campus:**

The Campus Director of ESCC has submitted a list of facilities items that can be found in that section plan. These range from the very small (e.g., hose bibs at the Bishop campus) to the very large (a culinary facility at the Mammoth campus). The bottom line for this campus, however, is that the facilities at ESCC are currently adequate for the programs being offered. Troubleshooting is needed and new and/or expanded facilities may be required if programs grow or change.

**b. Information Technology**

**Liberal Arts and Sciences:**

IT requests for LAS involve requests across the sub-division for replacements and upgrades of existing equipment. An enumeration of the items can be found in the sub-division's Section plan. Of the larger IT requests for LAS, the two most important are the following:

*Learning Assistance Center.* The LAC's require some equipment to augment student success labs, such as headsets to be purchased through the Basic Skills grant. Another request is the purchase of dedicated computers for SARS tracking at each campus location (iwv, kr, escc-B, and escc-M). This fits with the unit's goal to consolidate its data collection although it's unclear why BSI monies cannot be leveraged for this. These are important goals for the unit.

*California City and Lake Isabella.* If we intend to establish an on-ground presence at California City in AY 2012-2013 in our own building, we will need at the minimum to outfit one full iTV classroom as well as computers for a combined LAC/LRC similar to KRV, Bishop, and Mammoth. As part of our move at Lake Isabella, we will be needing to outfit one more iTV classroom.

**Career Technical Education:**

CTE has multiple requests across the section for replacements and upgrades of existing equipment. There are also continual software requests which are required to operate programs specifically in Media Arts and Web Design. There is a request for the Emergency Medical Technology program to purchase 20 laptops to be used in South Kern for instruction and certification testing. In addition, there are requests to purchase a projector and a printer for this program to print CPR and First Aid cards. This spring CTE is launching a Tablet project in the on-ground classrooms to determine if the integration of tablet technology can improve instruction and learning in the classroom. The initial purchase will be out of VTEA funds but the tablets will require ongoing



maintenance.

**Kern River Valley and South Kern campuses:**

No needs substantiated.

**Eastern Sierra College Center campus:**

IT needs at Eastern Sierra are enumerated in the Section Plan. They essentially fall into two categories. The first is to expand access, such as fully implementing open access wireless, setting up kiosks at Bishop and Mammoth A&R, and expanding bandwidth for the sites in general. The second is to standardize the equipment, such as imaging ESCC computers with the same software as the IWV computers, installing full A/V capabilities in all ESCC classrooms. These items, though not mission-critical, would make the campuses more uniform and consistent with the rest of the college.

**c. Marketing**

**Liberal Arts and Sciences:**

As expressed in the section plan, the entire area of LAS is in need of marketing on two fronts. The first is to publicize our business—what programs we offer, where we offer them, how we offer them. As we continue to turn the website into a marketing and PR tool, we need to streamline and enhance the information we give students up front about our programs. This effort is underway in AY 2011-2012, but next year we'll need to assess how much our changes have made any difference and what needs to be further refined.

The second front is simply to make our planning and our assessments visible to the community. How well we are doing what we say we are doing? Making this information available to prospective students, current students, and the community at large is a very very important piece of our accountability to agencies such as the CCCCO and WASC. And with these planning and assessments also comes our ability to showcase our achievements. It would be a great idea to keep our successes in front of the public through a marketing campaign specifically designed for that or at least an annual report card.

**Career Technical Education:**

Besides participating in the same outreach as above, the CTE area has an additional need to be present in the marketing of its programs at all sites. Currently, CTE reaches into the K-12 system through such events as I Want to Go to College and Preview Day, as well as directly promotes programs at high school career days, career fairs, and various other events throughout the year. CTE uses restricted-fund money to print and distribute program brochures. Other promotional strategies have included giveaways and professional shirts and other items that showcase the 'brand.'



**Kern River Valley and South Kern campuses:**

The biggest marketing need in these areas for AY 2012-2013 is to keep the communities informed of our plans. At South Kern, we will be expanding into California City during this year—communities need to know how and why. We will also be planning to move KRV to a new physical location, and the same holds true: the community could benefit from having our plans, thoughts, and justifications continually in view.

A marketing kit of the type identified in the ESCC plan would also be of benefit to the Site Director to facilitate PR activities at the campus.

**Eastern Sierra College Center campus:**

Specific items for marketing, including supplies and equipment, are identified in the Section plan. The ESCC Director does a lot of her own marketing. A key theme in her requests is to enhance the web presence of the site and do a better job leveraging social media such as Facebook and making use of internal and external listservs.

**d. Professional Development**

Professional Development needs are similar at all campuses, so the following are not split out below. In general, when it comes to professional development, the college needs to do a better job leveraging a number of different types of professional development resources, not just sending people to conferences.

For Faculty specifically, one very important professional development need is to get flex up and running. As indicated in the section plan for LAS, the intention is to use AY 2011-2012 to get a fully-functioning flex system in place—expectations, timelines, contracts, etc. But what that means for AY 2012-2013 is that we will be running one entire cycle of it to analyze how it went, identify gaps, and recommend improvements for the subsequent year.

In terms of specific threads, the following are high priorities:

*Faculty Online Training.* Given the large number of courses in this sub-division that are run online, the college desperately needs broad-based online training . . . for new instructors as well as seasoned veterans. One thing we have not done well—or at all—is do continued professional development for already-trained online instructors. We need to not only do this better but make it a part of our culture to have high expectations of ongoing training.

*Faculty Training for Adjunct Instructors.* The first professional development day for adjunct instructors in Fall 2011 was well attended and warmly received. At the end of that event, instructors told us what they wanted more training on, with the top three being student success strategies, deepening student



engagement, and online training. The goal for next year is to offer another training day for adjuncts with higher expectations of faculty chair attendance.

*Faculty Career Technical Education Professional Training.* Many of the requests from CTE area are to attend professional organization conferences where faculty can connect with colleagues across the state and nationally. The connections can create mentoring possibilities and sometimes form collaborations with national impact. In addition, regional meetings, statewide meetings and district meetings can yield professional development opportunities as they meet with colleagues as a district, a state or a region. Frequently there is training at these sessions.

*Faculty and Staff Training in Basic Skills.* Not just faculty but staff also in the LAC's and even LRC's must continue to be informed about best practices in developmental education so that classroom instruction and learning support services are all on the same page. Next year, we need to evaluate the results of basic skills performance in Spring 2011 and Fall 2012 after instructors were trained for soft skills, identify gaps, and implement additional training as appropriate.

*Faculty and Staff Training in Safety and Emergency Management.* This continues an extremely important, mission-critical initiative for the college, that all employees—faculty and staff together—be informed of college disaster-preparedness procedures, roles, and resources and know what to do in case of an emergency of this kind.

#### **e. Staffing**

The following staffing requests have been made in the plans indicated below. Justifications can be found there.

##### **Unit Plans**

###### *Faculty*

Business at IWV

English at IWV

Industrial Technology Generalist at IWV

Library at IWV

Administration of Justice at IWV

Nursing (x2) at IWV

Art at ESCC

###### *Classified Staff*

Department Assistant II for Public Service



**Section Plans**

*Classified Staff*

TAA Grant Manager at IWV

TAA Grant Assistant at IWV

Site Office Coordinator at ESCC

Educational Advisor at ESCC

Custodian at ESCC

Teaching Assistant (x2) at ESCC

Educational Advisor at SoK/KRV

Program Manager/Site Coordinator at SoK/KRV