



**MEDGAR EVERS
COLLEGE**
The City University of New York



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University Goals

ACCESS & COMPLETION

Expand Online Education Supporting the Necessary Infrastructure, Training and Incentives

Medgar Evers College (MEC) has made the expansion of online course offerings and faculty development in this area a priority for past three years. Surveying the national landscape and capturing the local interest of traditional and non-traditional students to enroll in online courses enabled the College to attract students while aligning their interest with offerings and remaining competitive and positively impacting enrollment as well as attracting a diverse population.

For AY 2018-2019, the Office of Academic, Emerging and Instructional Technologies (OAEIT), in the Office of Academic Affairs (OAA), set as a target of 30 online and hybrid courses. This past academic year (AY), OAEIT exceeded its target and introduced 38 online and hybrid courses with 24 fully online and 14 hybrid courses, which included a combination of Pathways courses and major degree requirements for the newly approved online Bachelor of Science Degree in Financial Economics.

The successful introduction of these 38 courses was instrumental in MEC reaching 7.5% for the “percentage of instructional (student) full-time-equivalencies offered partially or totally online.” The aforementioned highlights a three-year trend of consistent increases in percentages: Fall 2016 (5.9%); Fall 2017 (7.1%); and again, Fall 2018 (7.5%) for the College.

Furthermore, this AY the College offered an unprecedented number of faculty professional development opportunities with high levels of faculty response and approval. Over 100 faculty received training, including training in Echo 360 and SoftChalk. Additionally, the OAA provided two instructional and emerging technologies mini-grants to promote course redesign to explore the educational use of Anytime Anywhere Echo360 Learning Capture with an Echo360 Active Learning Platform. Twenty-five faculty employed Echo360 Active Learning Platform in 48 classes/sections, collectively benefiting over 1,200 students.

COURAGE. STRENGTH. FORTITUDE.

Widen Doors to Adult and Returning Students So That They Can Earn the Degrees That Will Boost Their Careers and Can Change the Trajectories of Families.

School of Professional and Community Development: Workforce Development –Adult and Continuing Education Department (WD-ACE)

The School of Professional and Community Development, the Office of Workforce Development-Adult and Continuing Education (WD-ACE) projected a five percent (5%) increase in enrollment for AY 2018-2019. However, WD-ACE did not meet the expected increase in program enrollment due to an array of challenges, such as change in leadership, financial resources, limited staff, and the unexpected loss of the Summer Swim Cycle (which had a significant impact on enrollment). One of the most important impacts on enrollment was the application of a new formula for *green lighting* classes based on a 15% profit margin. This formula was used to replace courses that did not yield a profit or break-even margin. It is apparent that this new formula adversely impacted enrollment and occurred prior to the appointment of the current director.

The appointment of the new Director of Workforce Development at the beginning of the year enabled the area to set realistic targets, review policies and procedures, and develop objectives and more closely align activities with the mission of the College and the CUNY Career Pathway Initiative. The area began with an overall assessment of the program with instruments that provided feedback from instructors, students and community stakeholders. It resulted in several outcomes, the implementation of a career pathway model designed to serve the adult learner with expanded certification and credential program course offerings; on-going evaluation and assessment of instruction and developing meaningful cross-sector partnerships with industry leaders, city agencies and public school systems.

Over the course of the academic year, assessment of student satisfaction revealed through surveys that a 90% improvement rating was achieved in defined areas such as: program quality; hours of instruction; teaching, classroom management; and student satisfaction. More significantly, over 95% of student respondents stated that they strongly agree that overall course content was organized to meet their learning goals and that their respective instructors taught the course content well. As a result, there was an increase in graduation from certificate programs, such as the Patient Care Technician (86% pass rate) compared to the previous year (46% pass rate). The College is hopeful that the outcomes in student satisfaction, program quality and teaching effectiveness, as well as the administrative and program changes will have the desired impact on enrollment in certificates for AY 2019-2020.

Momentum Campaigns at MEC

The College continues to progress toward goals of CUNY's momentum campaign. Gateway Math and English course completion, credit accumulation, and improving retention and graduation rates are the foci of the College's academic momentum efforts for associate and baccalaureate students.

Supplemental Instruction

The College offers boot-camp workshops to students prior to completing the CUNY Assessment in mathematics and matriculation. Individuals eligible to take this assessment can avail themselves to a one-day, four-hour intensive workshop. MEC offers immersion workshops post assessment, for those who fail assessments prior to matriculation. Immersion workshops are offered to students who do not pass assessments after matriculation. Post-matriculation workshops emphasize the building of developmental skills – Reading, Writing, and Math (see “College Readiness, Immersion Program”). To improve opportunities to exit remediation, students can also participate in CUNY Start. In spring 2019, MTH 136C was offered. In the fall 2019 semester, MTH 136C, MTH 115C and ENGL 112C co-requisite courses will be offered. Lastly, MEC is finalizing math curriculum changes to ensure that students complete the appropriate Math course for their academic major and future career aspirations.

Credit Accumulation

To increase the credit accumulation among AA/BS and BA/BS students, MEC launched its *15to Finish* credit accumulation campaign in Spring 2018. MEC has achieved *weighted* percent averages for Fall 2015, Fall 2016 and Fall 2017 of 20.67% (see the table below).

**Weighted Increases of First Time Freshmen (FTF):
F’2015, F’2016 and F’2017**

FTF (30 credits or more in baccalaureate programs)	20.67%	Fall 2015, Fall 2016, Fall 2017
FTF (20 credits or more in baccalaureate programs)	52.57%	Fall 2015, Fall 2016, Fall 2017
FTF (30 credits or more in associate programs)	8.27%	Fall 2015, Fall 2016, Fall 2017
FTF (20 credits or more in associate programs)	30.8%	Fall 2015, Fall 2016, Fall 2017

Also noteworthy is that from Fall 2016 and Fall 2017 there were 2.8% for Fall FT FTF in associate programs who earn 20 credits or more and a 1.3% increases Fall FT FTF in associate programs who earn 20 credits or more respectively.

Transfer Rate of AA/AS Graduates to Baccalaureate Programs

For 2012-2017, an upward trend was experienced by MEC in the number of AA/AS degree completers who transferred to BA/BS degree programs upon graduation from the former. Faculty and advisors at the College strongly advised students about the options and benefits of transferring into a baccalaureate program once awarded an associate degree at MEC.

Graduate Rates

The College is encouraged by the overall increases in graduation rate for associate degree students. Three-year graduation rates for associate degree students increased from 4.4% to 12% from 2013 to 2015. The graduation rates for baccalaureate degree students in four years, six years and eight years fluctuate, as many students do not usually graduate within four to six years for various reasons. The positive increases in graduation rates – for three-year FT FTF in associate degree programs in particular – *may* indicate that MEC students are receiving the academic/supplemental instruction support needed to progress to degree completion. The

College will continue to strengthen and improve these efforts for students enrolled in baccalaureate degree programs (see the table below).

Graduation Rates of Associate & Baccalaureate Degree Students

FTF Associate Degree 3 Years	Fall 2013 (4.4 %)	Fall 2014 (12.3%)	Fall 2015 (12.9%)
FTF Baccalaureate Degree- 4 Years	Fall 2012 (1.5 %)	Fall 2013 (7.0 %)	Fall 2014 (2.7%)
FTF Baccalaureate Degree- 6 Years	Fall 2010 (17.1 %)	Fall 2011 (23%)	Fall 2012 (10.1%)
FTF Baccalaureate Degree- FTF Baccalaureate Degree- 8 Years	Fall 2008 (16.3%)	Fall 2009 (22.2%)	Fall 2010 (20.1%)

Enrollment

Enrollment is considered one of the most important indicators of an institution's success. The Office of Enrollment (EM) continued focusing on Conversion Rates during AY 2018-2019 through the strengthening of admissions processing. EM set a conversion rate of ten percent (10%) for Fall 2018, which was a percentage improvement over Fall 2017. A key component of the 'Conversion Plan' was to increase the likelihood that a prospective student would receive his/her acceptance letter from MEC before receiving one from another institution. The desired outcome was that an individual would "accept the offer" to attend the College, thereby converting the prospective student to one who enrolled.

More specifically, EM sought to create greater communication with potential applicants. The primary desired outcome was to increase the Fall Semester First-Time Freshman applicant pool. EM's Student Acceptance Nights (SANs) were streamlined to reduce the number of panel ("talking heads") discussions and increase the opportunities for students to hear from faculty, support service staff, alumni and current students (i.e., *high-touch* experiences).

The potential positive effects on enrollment, partially due to meeting the conversion rate target (10%), has not *yet* translated to overall enrollment gains for degree seeking students. The percentage change in enrollment for this cohort for spring 2019 from spring 2018 is a 7.8% increase for newly admitted students, but there were declines for First-Time Freshman (-32.1%); First-Time Transfer (-25.1%); *Total Admitted* (-16.9%); and Continuing/Other (-4.4%).

Retention / Graduation

Special Programs / The Search for Education, Evaluation and Knowledge (SEEK)

The Department of Special Programs / SEEK at MEC met and exceeded the targets set for AY 2018-2019, to assist those students considered economically disadvantaged and underprepared. For Fall 2018, the program surpassed the (50%) target of increasing the SEEK Full-time First-time Freshmen (FTF) in baccalaureate programs by 30%, yielding 80%. Historically, less than 20% of students were enrolled in baccalaureate programs.

The Department also met the target for increasing retention and graduation rates. Monthly monitoring reports based on GradesFirst early alerts, tutoring, and monitoring of students' financial aid status was on-going. Additionally, the SEEK Assessment Coordinator collaborated with the Assessment Director and SEEK faculty to ensure quality assessment of the goals and objectives employed in our career readiness offering, one that has had impact on our retention and graduation rates over time. The one-term retention rate for all degree seeking SEEK students for Fall 2018 was 85.6%. More specifically, there was an 86.7% one-term retention rate of FTF students in Fall 2018, compared to an 81% one-term retention for Fall 2017. FTFs one-term retention was 89.1%. There was approximately a 36% increase in the number of students filing for graduation in AY 2018-2019. There were 90 graduates for 2018-2019 and 66 in AY 2017-2018.

SEEK also ensured that advisement practices were consistent with the University's Academic Momentum goal to encourage students to accumulate 30 credits per year. Students were encouraged to register for 15 credits per semester or to increase the use of winter and summer sessions to accumulate credits. The SEEK Program also provided summer tuition assistance for eligible students with above 2.0 GPAs.

Although robust efforts by program faculty and staff have been implemented to monitor and support students, academic and non-academic challenges continue to negatively affect SEEK students. These issues will continue to be addressed by the counseling and academic support staff of the SEEK Program moving forward.

Accelerated Study in Associate Programs (ASAP)

ASAP set targets to increase enrollment, retention, and graduation rates by the end of AY 2018-2019. ASAP met its spring 2019 enrollment target of admitting 100 students. ASAP retained 90% of the fall 2018 cohort exceeding the goal (75%) by 15%. Furthermore, the Program graduated 33 more students in spring 2019 (142) than by the end of spring 2018 (109).

The program expanded from an associate degree program to a baccalaureate degree program in 2016 and provided an opportunity for students to pursue a bachelor's degree in Biology or Psychology. Of the 141 ASAP students who applied for graduation in spring 2019, 25 were Bachelor Extension students, with 4 students graduating in 3 years; 7 in 3.5 years; and 14 in 4 years.

The ASAP Team customarily meets with students to discuss not only academic obstacles but personal obstacles as well, and refers students for additional support as warranted. Students receive guidance on how to access and understand the degree auditing application to track progression towards graduation and on how to effectively *trouble shoot* areas of concern for credit accumulation and retention.

MEC Transition Academy (Assistance to Homeless Students and Others in Need)

The College has long recognized that for those of its students facing homelessness, food insecurities and/or associated challenges, progression to degree completion might be difficult. In AY 2016-2017 it created *Homeless Coordinating Committee* which later became the *MEC Transition Academy (TA)*. Students in need can avail themselves to an array of services,

resources, information and support. The TA has served 977 students in FY2018 and 2301 students in FY2019.

The rise in the number of students and their families facing eviction or domestic violence and living in shelters or homeless has made the TA a critical resource for many transitional students. It offers Care Packages, clothing, Metro Cards, vouchers to local supermarkets, and for campus' Dining Hall/cafeteria, and nutritionally balanced nonperishable food items through its *MEC Cougar Country Food Pantry*. The TA also provides the *Fresh Vibes Market* to every member of the MEC campus community and, assistance with applying for the national Supplemental Nutrition Assistance Program (SNAP).

COLLEGE READINESS

College Now

The College Now (CN) programs contribute to college readiness for high school students. Students who participate in College Now take college level courses while they are enrolled in the College's partner high schools. A secondary goal of this initiative is to increase the number of students who enroll in the College's partner schools.

The CN program did not realize its ambitious target of enrolling 225 students in AY 2018-2019. The program enrolled 51 students from the borough of Brooklyn and surrounding areas, 23% of the enrollment target. The semester ended with 19% of the students successfully completing the program. The variety of courses may have adversely impacted the College's ability to achieve its CN target.

For the 2019-2020 AY, MEC plans to re-examine and strengthen CN and its strategies to assist high school students with their transition to campus life and college level work. CN is offering a competitive 'Summer Science Program' in Summer 2019. Students will participate in data analysis/problem solving workshops, take a field trip and conduct supervised hands on laboratory and field research. The program will expose students to a variety of careers in the Environmental Science industry and provide a wealth of information about the college admissions process, financial aid, and other resources that will assist them to become college ready.

The College has not achieved its goal to increase the number of students who enroll in MEC after participating in one of the College's partner schools through CN. Enrollment for First Time Freshmen (FTF) who participated in partner schools decreased from 16.3 in fall 2016 and 15.5 in fall 2017 to 12.6 in fall 2018. The College Now Program plans to work more closely with the Office of Enrollment Management to increase the number of participating High School students who enroll in MEC.

University Skills Immersion Program

The MEC Immersion Program continues to make inroads in decreasing the number of FTF in associate programs needing initial reading, writing, and math. During the 2017-2018 AY, the College implemented a policy requiring students with three developmental needs to enroll in

CUNY Start prior to taking developmental skills workshops or courses. Students who had two developmental needs were required to take pre-test workshops (Boot Camps). The implementation of these activities for students scheduled to take the CUNY reading, writing, and math entrance exams has proven invaluable for these students. These policies increased the number of students who are college-ready upon matriculating into their degree programs. The data also reveals that students' performance on proficiency exams after participating in USIP consistently improved over the last three years and exceeded the senior and university averages. Preliminary data for the fall 2018 cohort reveals that there will be a decrease of 6.9% for math (from 86.9% to 80%); an increase of 5.6 for reading (from 83.3 to 88.9); and an increase of 7.3% in writing (from 16.3% to 23.6%).

Immersion Program Summer & Winter Results												
	Percentage of students passing Immersion remedial				Percentage of students passing Immersion remedial				Anticipated improvement in student performance			
	Reading	Writing	Math 009	Math 010	Reading (English)	Writing (English)	Math 009	Math 010	Reading	Writing	Math 009	Math 010
July 2018	90%	91%	87%	85%								
August 2018	88%	94%	86%	78%								
Winter 2019					97%	97%	95%	93%*				
July 2019									5%	5%	5%	5%
August 2019									5%	3%	5%	5%

Note: Timeline – July 1, 2018 to June 30, 2019; * = Pass rate unprecedented.

The pass rate for Math 010 in Winter 2019 was 93%, which is unprecedented.

CAREER READINESS

An Interim Student Career Services Director joined the College in August 2018. The Director has supported students' employability in a global society by providing leadership in program design, career preparation, curriculum, and programming. For example, STEM career opportunities/information sessions/workshops and forums have been promoted to students via SEEK, ASAP, FY, CUNY Service Corps., MEC website, Symplicity, Facebook, Twitter, LinkedIn, Instagram, campus monitors, handbills, MEC radio station and television station, flyers, posters, and classroom visits. The Office of Career Management Services also electronically disseminates to the College community a weekly *Hot Jobs* list which, in addition to those activities previously mentioned, offers experiential learning and career event opportunities. This listing service made its debut on the MEC website in the spring 2019 semester and has been well received.

Career Services: Job Placement Baseline Data

Students Touched		Students Touched	
Fall 2017 – Spring 2018		Fall 2018 – Spring 2019	
No Data		1,354	
Unpaid Internships		Paid Internships	
Fall 2017 – Spring 2018	85	Fall 2017 – Spring 2018	No Data
Fall 2018 – Spring 2019	118	Fall 2018 – Spring 2019	64
Full-Time Employment		Part-Time Employment	
Fall 2017 – Spring 2018	8	Fall 2017 – Spring 2018	No Data
Fall 2018 – Spring 2019	6	Fall 2018 – Spring 2019	9

**Source: Job survey disseminated by the CMS Office on June 11, 2019 via Symplicity and an internal CMS database.*

Pragmatic Experiential Learning at MEC

Students enrolled at MEC continue to participate in educational experiential learning activities which include internships, course-related service learning activities and fieldwork experiences. Internships for students increased from 15.4 in 2017 to 22.7 in 2019. Students who participated in paid internships this year surpassed the previous year (6.8%) and is 7.9%.

The College intended to enhance “study abroad” programs and faculty exchange programs to support experiential learning for faculty and students. However, due to Hurricane Maria, many of the collaborations in the Caribbean (The University of the West Indies (UWI), St. George’s University (SGU), The University of the Trinidad and Tobago (UTT), The University of Guyana (UOG), Dominica State College (DSC), University of Virgin Island (UVI), and The University of Puerto Rico (UPR), have been placed on hold until the infrastructure can be rebuilt and/or restored. The College plans to move forward with MEC-Caribbean Education Consortium and the globalization of its curriculum in fall 2019 with the implementation of at least ten (10) Global Virtual Collaborative Classrooms in the Caribbean that will advance curriculum internationalization using a blended approach of the COIL and the Global Virtual Collaboration Classroom models; faculty-student research opportunities; and an extensive language immersion program offered by its Department of World Languages and Culture. The purpose of the Consortium is to leverage cross-cultural knowledge and resources to increase access to employment, technical know-how, and quality of life. This will also equip our students with solutions to the realities of the region and motivate and empower them to become active, responsible global citizens.

Increase Enrollment in STEM Majors

MEC remains dedicated to improving the percentage of the institution’s students who are majoring in science, technology, engineering or mathematics (STEM); particularly, those who are women. The number of STEM majors increased from 34.9% to 36.5% after a slight decrease in 2017 from 35.7% to 34.9%. This decrease was also experienced by the Senior Colleges as well. For fall 2018, the College projected an increase in STEM majors of six percent (6%) from the 34.9% achieved in fall 2017. For the women, a three percent (3%) improvement from the 70.2% realized in fall 2017 was expected.

Post-Graduate Outcomes

The number of MEC students continuing their education one year after graduation increased from 18.9 to 22.3% after remaining at the rate of 18.9% for the two previous years. Similarly, the number of students employed in New York State one year after graduation increased slightly over the two previous years from 80.2 % to 82.8%. The earnings increase of students after one year of graduation remained the same from the previous year.

The data in post-college employment did not meet the College's target of a six percent (6%) increase, but nevertheless is 82.8%, which is 3.7% increase over the University average of 78.8%. This increase may be attributed to the increase in the number of student internships and the strengthening of career services with new leadership and through career fairs, employment seminars, and graduate school fairs.

KNOWLEDGE CREATION AND INNOVATIVE RESEARCH

Faculty

The College has forecasted an overall five percent (5%) increase in its efforts to "expand full-time faculty and implement new strategies to build greater diversity in the faculty." The 'MEC Faculty Diversity Plan 2018-2023' comprehensively details the College's *blueprint* to improve the percentages of annual instructional full-time equivalencies (FTEs) in undergraduate courses delivered by full-time faculty; full-time faculty who are minorities, Italian-Americans or women; the ratio of student of full-time equivalencies to full-time faculty (headcount). The College will continue to implement strategies to increase its recruitment and hiring of senior faculty and senior female faculty for all departments, college-wide; and to increase its overall recruitment from underrepresented groups.

Scholarship and Research

From 2015-2017, the average number of pieces of scholarship per faculty member were .5, .4 and .5 respectively; faculty scholarship and creative activity increased to a projection of .6 in the 2016-2018 (as reported in CUNY Data Book). The current increase may be attributed to several factors. The collection window was conducted in March and April 2019, creating a much shorter time frame and a sense of urgency for respondents. Additionally, the collection was less restrictive and did not include the use of the complicated excel form. Rather, the collector rather than the faculty member formatted the submissions into the master collection form. Finally, this was MEC's second year using the Office of Accreditation and Quality Assurance and Institutional Effectiveness to conduct the campus-wide survey; lessons learned from previous years were integrated into the new collection process. This included enhanced communication, quicker response times, and standardized policies regarding submission confirmation. With an increase in faculty development efforts and support from OAA, we anticipate a larger increase in future years.

Research Awards

MEC has consistently improved in its three-year weighted average for research awards – FY 2014-2016 (\$1,220,944); FY 2015-2017 (\$1,450,255); FY 2016-2018 (\$1,574,827). The annual research awards for FY 2018 (\$1,527,198) with ten funded research grants represents a \$36,655

increase over FY 2017 (\$1,490,543) for the same number of funded research grants. For FY 2016 the also ten funded research grants yielded \$1,820,325 in research awards.

FUNDING MODEL

Increasing Revenue

The MEC funding model continues to produce favorable results. The Administration and Finance (A&F) area, for example, has fulfilled its projected three percent (3%) increase in the tax levy budget for AY 2018-2019. The tax levy resources are being allocated to primarily academic support and to strengthen student services operations (over 60% of College budget) and was achieved by monitoring budget expenditures on a departmental basis; conducting workshops with senior administrators; and, directing reports to systems in place (e.g., CUNYfirst/SharePoint) to manage resources. Unrestricted revenues are also allocated to fulfill needs that fall outside Tax Levy parameters.

The Budget Office workshops, conducted monthly to assess the student services need and to provide financial counseling on the effective use of resources, positively impacted the efficiency of the area. The realignment of financial resources gained from the restructuring of specific areas and the ongoing examination of the budget for student services allows for more comprehensive and astute planning. The Office also established a mechanism to monitor revenue expenses on the CUNYfirst Planning and Budget Model.

The College is committed to broadening and deepening its existing revenue sources, and developing new revenue streams. For instance, A&F projected an increase to a 95% tuition collection rate in AY 2018-2019. MEC's tuition collection rate is currently at 91%; and, by June 2019, a 93% rate is attainable.

This institution, like many, depends heavily on students receiving full financial aid to assist them in satisfying their tuition and related responsibilities. On average, an approximate 69% of the population receives some form of financial support; and, 46% receive full support. Students' academic standing and their failure to provide all supporting documents to complete FASFA requirements might pose additional challenges.

A&F predicted a 20% increase this AY in alternative revenue, non-tax levy revenue through the College Auxiliary Enterprises and Educational Foundation Corporation. The financial foundation built by the area to facilitate the acquisition of services not eligible under Tax Levy funds; and, to capitalize on the MEC Auxiliary Services revenue components (e.g., vending, contracts, parking fees, etc.), however, has only yielded 12% increase. The 20% target was based on projected revenues from space rentals, vending, and food services. Unfortunately, loss revenues associated with the decrease in parking spots and reduced sales in food services contract negatively impacted the target. To address and improve the alternative revenue stream, A&F plans to assess the number of students who are eligible for and those who receive scholarships on a semester basis; expand the number of non-Tax Levy contracts; generate revenue from the use of space previously designated as pro-bono; and, form partnerships with contractors who can provide services to the population for a percentage of the profit.

Institutional Advancement and Development at MEC

The Institution is also making strides in strengthening its internal communications to better inform the College community and further develop its brand. Additionally, MEC is enhancing its outreach to external stakeholders through a marketing campaign with the potential to generate a ten percent (10%) increase in donor contributions. Institutional Advancement in particular, is working diligently to achieve this target by implementing strategies to attract a more generous donor pool; implementing better business practices; and, increasing grant awards. The chart below provides an overview of funding acquired during the AY 2018-2019.

Funding Source	Funds Generated
<u>Ashley Stewart Scholarships</u>	\$20,350
<u>The McNulty Foundation (Dr. Carol DeCosta Memorial Scholarship)</u>	\$3,000
<u>INFOR Education Alliance Program (EAP)</u>	\$50,000
<u>Carnival Corporation, Estee Lauder and JetBlue Airways</u>	\$50,000
<u>MEC 5K Run/Walk</u>	\$23,980
<u>The Pinnacle Awards and Scholarship Dinner:</u> <u>(Postponed to Fall 2019)</u>	\$55,000 (Donors) \$90,000 (Pledges- Not Collected)
<u>Voya Financial: Transforming & Innovative Practices in STEM Education (TIPS)</u>	\$20,000
<u>MEC Pipeline</u>	\$20,000

