Program Review - Overall Report

Administrative: Academic Affairs

STEM + KIN Program Development: Healthcare Program Implementation

Program/Unit Goal
Collaborate with appropriate constituents to begin implementation of healthcare program expansion at Norco College.

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
Submitted an application for expansion funding from Perkins HRPT and received funding for work to be done to that end. Additional funds from regional and local SWP also awarded.

.2 reassign time awarded for faculty to research and develop a plan for Norco College to offer a healthcare pathway.

Research collected to provide objective support for the initial development and selection of program curriculum, course map, equipment list, industry standards, and industry partners.

Viable pathways determined to include Physical Therapy Assistant (PTA), Occupational Therapy Assistant (OTA), Sports Medicine, Respiratory Tech, and Medical Billing.

What are your plans (3-year) regarding this goal?
Develop curriculum and outcomes for PTA and OTA programs as the next step.

Model PTA and OTA curriculum using CAPTE and ACOTE standards respectively.

Coordinate with the Inland Empire/Desert Regional Consortium.

Please add any relevant documents here.
Riverside Community College District (NORCO) subgrantee agreement HRTP.pdf
Respiratory-Therapy_IE_121000_2112.pdf
IED_PR_Radiologic-Technology_21-22.pdf
IED_LMA_Physical-Therapist-Assistant_22-23.pdf

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- 2030 Goal 6: (Community Partnerships) :
- 2030 Goal 7: Programs:

Evidence

Evidence Date
02/15/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

Perkins HRPT application for expansion funding is attached along with supporting documentation from state LMI reports for PTA, Rad Tech, and Respiratory Tech. Faculty reassign time has been awarded to complete research and development of programs and feasibility study.

Is there a resource request associated with this Goal?
Yes

If yes, please provide a short description.
Perkins HRPT grant funds, regional and local SWP grant funds

Please add any relevant documents here.
Respiratory-Therapy_IE_121000_2112.pdf
IED_PR_Radiologic-Technology_21-22.pdf
IED_LMA_Physical-Therapist-Assistant_22-23.pdf
Riverside Community College District (NORCO) subgrantee agreement HRTP.pdf

Program Development: Gaming

Program/Unit Goal
Gaming
Goal Cycle

What are you doing now in support of this goal?
What are your plans (3-year) regarding this goal?
Please add any relevant documents here.

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- 2030 Goal 7: Programs:

KIN Facility Improvement: Fitness complex improvements surrounding the West End Quad

Program/Unit Goal
Facility Improvement
Goal Cycle
2024 - 2027
What are you doing now in support of this goal?
Grass track is cut by maintenance staff, ice house shed was cleaned out for new equipment and supplies to serve the W-2 activity room, weight room is regularly cleaned.
What are your plans (3-year) regarding this goal?

Improvements to the facility to include grating the track to smooth out potholes and divets in the dirt which lead to increases in injuries. This is a health and safety issue.

Regular weeding and upkeep of the sand volleyball courts as well as regular mowing of the weedy field area surrounding the West End Quad.

Service and repairs for the weight room equipment including treadmills, elipticals, stationary bikes, weights and pulleys, leather covering repairs on machines, etc.

Please add any relevant documents here.

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LIB & LRC - Library and LRC (Tutoring) Integration

Program/Unit Goal
Work to more fully integrate Library and LRC (Tutoring, WRC) academic support services into overall college activities, plans and strategies.

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
Partnerships and collaborations with college special programs and schools. For example:

1) Partnerships with Umoja, Men of Color Scholars, Unity Zone, Puente, Veterans, etc. for events like Read 2 Succeed, Open-Mic Poetry Performance, Celebrate Books and Libraries, and others.

2) Collaboration with Studio Art and Art History disciplines for the Pathways to Success Experiential Learning Project to create and display inclusive and diversity related and career-themed art in library study rooms and areas.

3) Creation and Implementation of Guided Pathways Library Liasons for Norco College Schools.

What are your plans (3-year) regarding this goal?
Continue to expand and develop partnerships and collaborations as opportunies arise and in accordace with college stategic initiatives, such as the Strategic Enrollment Mangement (SEM) plan, Student Equity Plan, etc.

Please add any relevant documents here.

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- 2030 Goal 12: Resources:
- 2030 Goal 1: Access:
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:
- 2030 Goal 4: Professional Development:
- 2030 Goal 8: Effectiveness, Planning, and Governance:

Evidence

Evidence Date
03/04/2024
Please provide any assessment data or other evidence that supports this Program/Unit Goal.
Is there a resource request associated with this Goal?
Yes
If yes, please provide a short description.

Please add any relevant documents here.

LIB & LRC - Library and LRC (Tutoring, WRC) Marketing and Promotion

Program/Unit Goal
Work to intentionally market and promote Library and LRC (Tutoring, WRC) academic support services to students and faculty on an increasing and ongoing basis to keep students enrolled in college, engaged, successful, completion-directed and transfer-ready.
Goal Cycle
2024 - 2027
What are you doing now in support of this goal?
E-mail blasts, workshops, presentations, tabling, flyers, digital signage, marquee signage, social media posts, college wide event attendance and participation, partnerships and collaboration with other college depatment, programs and entities. Promotion of Laptop Loan Program and Student Textbook Loaner Program to keep students enrolled and sucessful in their courses.
What are your plans (3-year) regarding this goal?
Increasingly reach students and faculty that do not currently know about and/or utilize Library and LRC services, resources, as well as those who do not currently participate in Library and LRC events, programs, initiatives, etc. Expansion and promotion of Laptop Loan Program and Student Textbook Loaner Program to continue to keep students enrolled and successful.
Please add any relevant documents here.

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CE: Noncredit

Program/Unit Goal

Expansion of Noncredit Certificates

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

We are utilizing Strong Workforce funding to support a noncredit coordinator to assist with the growth, scheduling and coordination of noncredit.

CAEP funds were supporting a noncredit coordinator, but due to budget constraints those funds were put on hold. The lack of a nocnredit coordinator has caused a lack of support for students.

The district office supports noncredit in various ways including collecting postive attendance hours. A clearer deliniation of processes is needed. Additionally, support and training for unique reportign processes are needed.

What are your plans (3-year) regarding this goal?

Goals and Objectives in line with RCCD Noncredit Plan

Student Access

Increase overall enrollment headcount by at least 3% per year (unduplicated headcount, FTES)

Student Success

Increase number of certificates completed by at least 15% annually

Increase percentage of students who transition from Adult Schools to noncredit programs and to credit programs. (increase by at least 5% per year)

Expand support services for noncredit students (e.g., counseling, tutoring, completion coaching, career exploration

Expand noncredit CTE certificates that emphasize technical skills and pathways to middle-skill jobs in industry areas with high need by supporting faculty to develop courses and programs. (increase percent of noncredit students with a livable wage by at least 2% per year)

Develop noncredit certificates to support transition to work, including vocational ESL

Equity

Disaggregate and analyze noncredit data to identify equity gaps in access, success, and employment.

Decrease identified gaps by 40% within 5 years and eliminate within 10 years. Objective 3.3 Provide professional development opportunities in equity-related practices with particular emphasis on adult education populations.

Resources and Infrastructure

Develop and provide a noncredit handbook and corresponding training for developing noncredit programs, and support faculty in curriculum development.

Increase communication with faculty about purpose and benefits of noncredit, OER materials, and promising noncredit practices.

Provide guidance and resources (e.g., Institutional Effectiveness and District Workforce and Economic Development support for labor market research) to assist faculty with identifying and developing relevant curriculum in accordance with processes outlined in RCCD Curriculum Handbook.

IT support for noncredit (e.g., application process, certificate awarding, transcripts, ERP curriculum support).

Please add any relevant documents here.

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CE: Expansion of CTE

Program/Unit Goal

Increase CTE enrollments and offerings

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

CTE has seen a positive post Covid growth in enrollments, much of this has been due to increased promotion efforts and strategic scheduling to allow for more offerings. New stackable certificates were developed in ARE/DFT and many more are being developed through other disciplines. Esports has continued to grow, increasing students time spent on campus and outreach efforts. The Early Childhood and Teacher Preparation Center at Stokoe Elementary is open, course offerings will increase over semesters. Manufacturing faculty participated in a national community of best practices aimed at increasing enrollment of under represented populations. The School of Business and Management received the prestigious ACSBP accreditation. With the new schools development, a Dean of Instruction for CTE was hired.

Strong Workforce Program funds have continued to allow our programs to grow and has provided funding for lab upgrades, professional development, certifications and other programming. Additionally, SWP funding supports the following staff: CTE DOI, Apprenticeship Director, CTE Project Specialiast, eSports Professional Expert and the CTE Lab Aide.

The CTE Project Specialist has been integral to supporting faculty with utilization of grant funding, including Perkins and SWP, to address program initiatives.

The CTE Employment Placement Coordinator has created new industry partnerships, developed targeted workshops and assisted students in job placement.

The CTE Lab Tech is responsible for supporting CTE Faculty with lab set up, purchasing, and other needed functions

The esports professional expert has created and supports competition level esports athletics.

The Apprenticeship Director oversees the Local Education Agency partnership with Southwest Carpenters and IBEW, as well as builds and supports our new and innovative apprenticeships

What are your plans (3-year) regarding this goal?

CTE plans on increasing promotion efforts to bring numbers back up to pre-COVID levels plus growth, and is working on developing strategic partnerships to increase enrollments. This includes working with local organizations to promote noncredit opportunities and increasing pathways from the highschool to Norco College. An emphasis will be placed on nontraditional enrollments.

The Employment Placement Coordinator will work to link students with jobs in our community, as well as work with local employers to identify opportunites to upskill current employees. These acitivities will have a direct impact on these Goals.

Work to increase the programs on the Eligible Training Provide List (ETPL) to provide training to adults and dislocated workers in coordination with EDD

Increase noncredit offerings and marketing to continue to provide valuable job prepartation skills and professional development to students

Increase embedded industry recognized certifications into programs

Please add any relevant documents here.

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CE: Apprenticeship

Program/Unit Goal
Support and expand Apprenticeships
Goal Cycle

What are you doing now in support of this goal?
What are your plans (3-year) regarding this goal?
Please add any relevant documents here.

CE: Apprenticeship

Program/Unit Goal
Expand and develop support services for Apprenticeship
Goal Cycle
2024 - 2027
What are you doing now in support of this goal?
Currently, the program is being managed solely by the Apprenticeship Director with no support staff, leading to fragmented coordination and limited capacity for growth.

The apprenticeship Director oversees and coordinates the day-to-day activities of multiple Apprenticeship programs and over 1000 unique students. This includes the new Carpentry and Drywall apprenticeship programs with the Southwest Carpenters Union, with over 1700 enrollments per year in over 130 sections.

The Electrician and Sound Communication apprenticeship with the Inland Empire Electrical Training Center has over 950 enrollments in over 60 sections a year. Finally, the Manufacturing Technology apprenticeship program has 60 enrollments a year in different programs.

The Apprenticeship Director maintains accurate records of apprentices' hours, progress, and college enrollment. Also, the Director serves as a liaison between all training center admin staff, faculty, coordinators, and students. The Director is responsible for providing information and technical assistance to employers, training centers, prospective students, and the general public about all Apprenticeship programs. Makes sure that registrations, flagging student accounts, and student files are correctly implemented. Monitors and ensures timely student attendance, registration, and grade data collection—a guide to instructional, counseling, and other departments regarding apprenticeship policies and regulations. Maintain and oversee student waivers and provide Credit for Prior

Learning assistance to evaluators. Provides support to student placement. Maintains and builds relationships with industry partners to support students' success.

What are your plans (3-year) regarding this goal?

The plan, with additional support staff, will enhance the program's capacity to provide comprehensive support and guidance to apprentices, employers, training center staff, faculty, and the general public. The new Apprenticeship Programs Student Services Technician will be crucial in administrative tasks, mentoring students, and tracking and inputting student data. Assist with student orientations and outreach efforts. Also, it will assist students in navigating challenges and have a strong background in program management, student support, and stakeholder engagement. Once hired, we will ensure they have the necessary skills and knowledge to oversee and coordinate the current and future Apprenticeship Programs at Norco College effectively.

The apprenticeship program plans to continue to ensure compliance with regulations, standards, student tracking, and reporting requirements aligning with best practices. Overall, the creation of the Apprenticeship Programs Coordinator aims to enhance the day-to-day coordination, growth, and success of our apprenticeship programs. Therefore, the Apprenticeship programs will bring benefits such as improved student learning, stronger industry partnerships, regulatory compliance, and program effectiveness. These advantages contribute to the success and growth of current and new apprenticeship programs, benefiting students, employers, and the Norco College community.

Please add any relevant documents here.

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Optimize efficient staffing - personnel

Program/Unit Goal

Fully staff all areas of Academic Affairs in order to efficiently and effectively support instruction.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Academic Affairs has restructured within the last few years to establish two additional highly need managerial positions: the Dean of Instruction Career Technical Education and Associate Dean of Educational Partnerships.

The Dean of Instruction provides oversite and direct support to all CTE programs at the college (regardless of School reporting structure) and special support to the Schools within her purview. Currently, this manager has no administrative assistant support.

The Associate Dean is responsible for the CCAP programs, the Middle College Program, and the programs for justice-impacted students. This included the instruction at the prison, the new program for juveniles, and the planning and growth of efforts for formerly incarcerated individuals. Currently, administrative support is provided for 19 hours a week.

Academic Affairs is currently responsible for the content of the college website. While pages can be created and content updated, the college needs overall website organization and navigation planning.

Academic Affairs also provides support to the Academic Senate. Currently, this support is provided by the vice president of academic affairs administrative support.

What are your plans (3-year) regarding this goal?

It is anticipated that the administrative support for the Dean of Instruction can be partially covered by pending grant funds. The remainder will need to be covered by general fund.

The administrative support for the Associate Dean is currently funded at 19 hours per week. The college will continue to explore additional grant fund to bring the position to 40 hours per week, however, the eventual institutionalization of the position remains a goal.

Onboarding a new position of Web Applications Technician will allow the college to organize and provide navigational vision to the updated website.

The support of the Senate by a permanent part-time administrative assistant I will allow more focused support for the Senate.

Please add any relevant documents here.

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Evidence

Evidence Date

03/22/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

Is there a resource request associated with this Goal?

Yes

If yes, please provide a short description.

Four positions are requested: (1) Administrative support for Dean of Instruction, CTE. (2) Increase administrative support for Associate Dean to 100% (3) Create a position for Web Applications Technician (4) Permanent part-time Administrative Assistant I support for Academic Senate

Please add any relevant documents here.

CRC Rising Scholars- EMP Goal 1: Expand College Access/Increase FTES

Program/Unit Goal
CRC RS- Expand College Access and Strengthen Enrollment Management by increasing both headcount and full time equivalent students (FTES)

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
Current

1. Using the Rising Scholar grant funds to pay for a Student Services Specialist (15 hours per week) to support CRC Rising Scholar students throught the entire enrollment management process.

2. Provide more college presentations and marketing material at CRC. Because of the limited hours of our 15 hour per week, Student Services Specialist, we have only been able to provide approximately 2 presentations per year (Spring and Fall).

Increase 23-24 school year FTES (252.20) by 10%

Need

Norco College's Rising Scholars (RS) in-prison program at the California Rehabilitation Center (CRC) needs a full-time Student Services Technician to support our growing student population. We are currently serving approximately 500 RS students at the CRC, and we offer over 100 courses each academic school year (Summer, Fall, Winter, Spring) at the CRC. Because our RS students at the CRC, have no direct access to any aspects of the enrollment management process. The Student Services Technician serves as the liaison between our RS students at CRC and the college enrollment process. This person spends approximately 35% of their work time at the CRC. The Student Services Technician provides many vital services for our incarcerated RS at CRC:

- RS students have no access to the internet and are unable to apply to the college through CCCapply like general on-campus prospective students. All RS students at the CRC complete paper applications for admissions to Norco College. All of these applications are entered into the system and processed by the Student Services Technician.

- RS students are also unable to register for classes on their own, so the Student Services Technician is responsible for working with the Norco College Counselor, faculty, and our educational partners at the CRC to register students into their courses and manage rosters throughout the semester.

- RS students are also unable to request transcripts from other educational institutions they attended, so they work with the Student Services Technician to complete these requests on their behalf.

- RS students don't have access to the online Promise Grant application, so the Student Services Technician is responsible for assisting RS students at CRC with completing this form and getting it processed.

- The Student Services Technician also works with the Norco College Counselor, faculty, and the CRC educational partners to add and drop students throughout the semester.

Job Title/Position	FTE	Step	Retirement Code	Annual Salary	Fixed Charges	Health & Welfare	Total

Student Services Technician	1.0000	2	P1	72,876	26,942	32,553	132,371

Marketing Materials

Materials & Resources (physical) (finalize at end
- Marketing (PR & outreach): posters, table banner, branded materials, Printing budget, etc. -$1500 a year for printing/marketing
- Transitional support materials-$2,000

What are your plans (3-year) regarding this goal?
The CRC currently houses approximately 3200 residents. Of these 3200 residents, approximately 500 of them are students in the Rising Scholars program at CRC. If we are able to hire a full time Student Services Technician to support students through the enire enrollment process, hire faculty to teach in carceral settings, collaborate with the Vista Del Rio high school completion program at the CRC to recruit students who complete their high school diploma or earn a GED, and intentionally outreach and market to all CRC residents, we could double or triple FTES at the CRC.

Please add any relevant documents here.

CRC Rising Scholars- EMP Goal 3: Close all student equity gaps

Program/Unit Goal
Equity- Strengthen student support programs and services at the CRC.

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
Because CRC Rising Scholar students don't have access to campus resources and services, it's imperative that we close the equity gap in access by providing students with support programs and services.

Current

1. Partnering with the Learning Resource Center to offer tutorial services in English at CRC beginning Spring 2024. Tutorial Services (approximately 4 hours per week) are being paid using COVID block grant funding and Rising Scholars grant funds.

2. Partner with EOPs to enroll approximately 10% of the CRC student population into the program (beginning Spring 2024).

3. Ensure that all CRC Rising Scholar students have comprehensive educational plans. Counseling services are currently being paid using grant funding from COVID Block grant, and Rising Scholars grant.

Need

1. Provide CRC RS students with imbedded tutorial support for English, Math, and Accounting courses. Provide transitional support ambassadors to support students as they transition out of CRC, and peer mentors to provide additional academic and programmatic support.
- Student Worker – Cost out-hours x hourly rate x 10% fixed charges
- 4 Peer Mentors -$16-$19/hour, 12 hours/week =$236/weekly, $12,272 annual -- 500+ students inside CRC requires 4 peer mentors, 125@ is a huge workload but would begin to provide access. -- **total annual cost $49,088**

- 1 Transition ambassadors on campus- $16-$19/hour, 12 hours/week =$236/weekly, $12,272 annual – Begin with 1 this year (double in year 3) **total annual cost $12,272**

- Embedded tutors (student tutors)- $16-$19/hour, 12 hours/week =$236/weekly, **$12,272 annual**

- Begin w/2, one each in English & Math total annual **cost $24,544**   and increase year 3 and year 5

- Tutorial Service Clerk (.25)-Learning Resource Center Tutors like Mark and Brianna that work under Damon Nance-cost-$**19,509**

2. Provide a full time Student Success Coach to support CRC RS students.

70% of incarcerated students in our partnership with the CRC Rising Scholars program are men of color. All incarcerated students are low-income and impacted by systemic barriers to educational opportunities. Many of these studens earned their GEDs or HS diplomas while incarcerated. Current and former students report that the presence of face-to-face instruction inprison made them aware for the first time of their own capacity for school success and led to increased opportunities for employment and further education after parole. Although are currently offering over 100 face-to-face college courses at CRC, but we are not providing students with access to student support programs and services.

Norco College's Rising Scholars (RS) in-prison program at the California Rehabilitation Center (CRC) needs a full-time Student Success Coach. Because our RS students at CRC don't have access to on-campus resources (tutorial, DRC, etc), student support programming and services, and other vital resources, the Student Success Coach would spend approximately 70% of their weekly work time at the CRC supporting our incarcerated students in several fundamental ways.

- Collaborate with our CRC educational partners, college support and academic services to maximize resources and services for our RS CRC students

- Collaborate with stakeholders to develop and deliver workshops on topics designed to aid student success.

- Monitor the academic progress and success of RS CRC students, and advocate and troubleshoot solutions for students facing obstacles to their academic progress.

- Serve as a liaison between RS CRC students and faculty, counselors, and administrative staff.

- Collaborate with CRC educational partners and external social services agencies to support RS CRC students as they transition back into their communities.

Job Title/Position	FTE	Step	Retirement Code	Annual Salary	Fixed Charges	Health & Welfare	Total
Student Success Coach	1.0000	2	P1	83,988	31,050	32,553	147,591

3. Ensure that all CRC Rising Scholar students have comprehensive educational plans. Counseling services are currently being paid using grant funding from COVID Block grant, and Rising Scholars grant.

Our marginalized Rising Scholar students at CRC, mostly men of color, don't have access to the counseling services that are provided in-person at Norco College or online. Counseling services must be brought into the prison. Our Rising Scholars program serves approximately 500 students, offering three ADT pathways, and offer over 100 in-person course per academic year. The CRC RS Counselor/Coordinator would spend the majority of their time at

CRC working directly with RS students, and working with the Rising Scholars statewide network. The CRC RS Counselor Coordinator would provide the following vital services to our students:

- Academic counseling - Nearly 80% of current CRC RS students previously attended other colleges. The counselor will have to work with Norco's Student Services Technician to request transcripts on behalf of our students. They would also need to support students with assessing, planning, and implementing their immediate and long-range academic goals.

- Career counseling- CRC RS students all have a felony conviction in their backgrounds. These convictions comes with over 40,000 lifetime collateral consequences that could impact: employment, housing, licensing, educational opportunities, etc. The CRC RS counselor needs to be well versed in understanding this unique population and the barriers they will face with certain career fields. The Counselor will need to be able to assist in assessing aptitudes, abilities, and interests, and is able to advise students on current and future employment trends.

- Personal counseling- Many CRC RS students have experienced various forms of trauma, and we need a RS Counselor that can provide trauma-informed support to assist students with personal, family, or other social concerns that are related to a students education.

- Coordination- The Rising Scholars Network is statewide and involves coordination with over 90 CA community colleges. CRC RS program also has a transfer partnership with Pitzer Colleger (has been offering a BA degree in Organizational since 2020. More recently, the CRC RS counselor has been working with the University of California, Riverside (UCR) on a transfer partnership that will begin Fall 2024.

	FTE	Step		Annual Salary	Fixed Charges	Health & Welfare	Total Cost
Full Time Faculty	1.0000	H-6	S1	131,136	29,395	32,553	193,084

What are your plans (3-year) regarding this goal?

Student Services Support

Currently, our 500+ students at the CRC are experiencing "double invisibility."

They are invisible to Norco College because they are unable to participate in any of the avenues of student governance or be included in opportunities for student participation on campus. They are also invisible to college support and resources and have no access to our campus in any physical sense – they cannot visit a tutoring center, counseling, office hours, the transfer center, our food pantry, our health services, our library…nothing.

Even though they are students of Norco College, this "double invisibility" bars them from Norco resources as well as silences their voice from shared governance. In addition, faculty who teach at the prison site are experiencing a kind of invisibility because few can truly understand the difficult context and situations of teaching in an intensely oppressive space, creating a disconnection from the main campus. This project will strengthen institutional support for these students and faculty at the CRC.

- Student employment opportunities – paying for tutors

- Library Services – faculty (use current faculty and resources)

- DRC Support

- Guided pathways (CAPs)

- Tutor Services Support (.1) --> use current resource budget for tutoring?

- EOPS Counselor (1.0) narrative (EOPS program)

- On-campus program

These program requests are supported throughout Norco's goals, most notably in its 2030 Educational Master Plan (the numbers align with the EMP):

Goal 2: (Success) Implement Guided Pathways framework:

- Increase number of students who complete transfer level math and English at the CRC per year (maybe within the first year);

- Increase student support in counseling and schedule planning (Currently our program is only provided with 20 hours a week of counseling hours from one part-time faculty member)

Goal 3: (Equity) [Identify and] Close all student equity gaps. [We don't know if the gaps listed below actually apply to this population or not, so we would like to identify equity gaps.]

- -Reduce the equity gap for African American students .

- -Reduce the equity gap for Latinx students

- -Reduce the equity gap for Men of Color

- [Close equity gaps in student support services at the CRC]

Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

- Develop an on-boarding training program for new faculty required/compensated

- Trainings to better understand how to navigate carceral spaces same

- Justice-Involved & trauma-informed training (tie to the microaggression objective) - understanding who our students are and how to meet their needs.

- Development of promising practices that lead to create a sense of belonging for students

Goal 7: (Programs) Become the regional college of choice by Offer a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

- Build and support academic support services to improve student success

- Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom.

- Develop comprehensive breadth of academic programs

Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture

- Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college.

- Train and recruit colleague mentors for new faculty (paid for their service).

- Create trainings and support to meet the social emotional wellness of faculty teaching in incarcerated spaces

Please add any relevant documents here.

Evidence

Evidence Date
03/24/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.
Additional Support from Institutional Research to create better data tracking solutions ofr our CRC Rising Scholar students
DATA DATA
Issues with our data that we need to address:
Racial identification:

	CRC Ethnicity					
CRC	2020-21		2021-22		2022-23	
Ethnicity	Count	Percent	Count	Percent	Count	Percent
Black/AA	63	23.2%	47	15.1%	54	10.6%
Unreported	22	8.1%	59	18.9%	169	33.1%
Total	271	100.0%	312	100.0%	510	100.0%

CRC students identifying as Black/AA went from 23.2% of our CRC student body to 10.6%, a 50% reduction.

At the same time, unreported went from 8.1% to 33.1%, an over 400% increase.

In the general Norco population, both numbers have barely changed.

*we must identify the problem with our collection and reporting of this issue. Further, it could be an issue of unequal access for Black/AA students in the enrollment/registration process. The numbers are alarming and require serious investigation.

**I would like to see our success data broken out by ethnicity/race too as it might give us insight into institutional bias within our own program. Are black students dropping out/failing at rates higher than others? This info seems crucial.
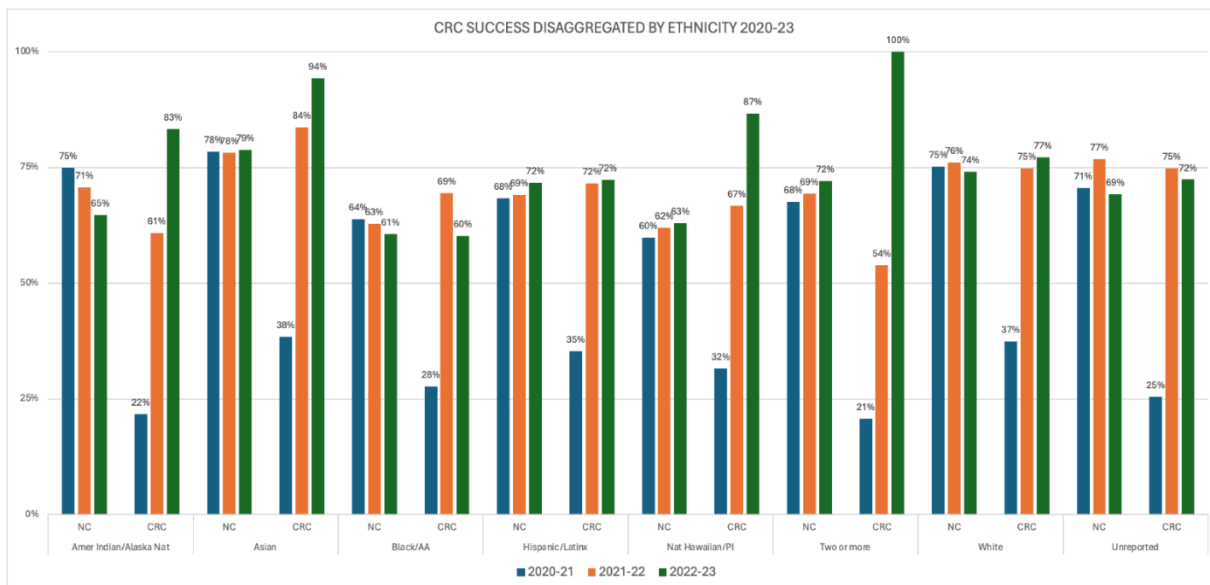
ETHNICITY		2020-21	N_Enroll	2021-22	N_Enroll	2022-23	N_Enroll
Amer Indian/Alaska Nat	NC	75%	52	71%	41	65%	51
	CRC	22%	23	61%	23	83%	54
	Total	59%	75	67%	64	74%	105
Asian	NC	78%	2823	78%	2671	79%	3104
	CRC	38%	86	84%	55	94%	70
	Total	77%	2909	78%	2726	79%	3174
Black/AA	NC	64%	1261	63%	1075	61%	1243
	CRC	28%	372	69%	177	60%	209
	Total	56%	1633	64%	1252	61%	1452
Hispanic/Latinx	NC	68%	12800	69%	11281	72%	13625
	CRC	35%	453	72%	483	72%	889
	Total	67%	13253	69%	11764	72%	14514
Nat Hawaiian/PI	NC	60%	132	62%	92	63%	81
	CRC	32%	19	67%	6	87%	15
	Total	56%	151	62%	98	67%	96
Two or more	NC	68%	584	69%	613	72%	941
	CRC	21%	58	54%	13	100%	1
	Total	63%	642	69%	626	72%	942
White	NC	75%	5274	76%	4032	74%	4450
	CRC	37%	467	75%	223	77%	325
	Total	72%	5741	76%	4255	74%	4775
Unreported	NC	71%	160	77%	134	69%	221
	CRC	25%	114	75%	230	72%	779
	Total	52%	274	76%	364	72%	1000
Total	NC	71%	23086	71%	19939	72%	23716
	CRC	33%	1592	73%	1210	73%	2342
	Total	68%	24678	71%	21149	72%	26058

The data above represents student success disaggregated by ethnicity. The NC rows represent male students enrolled at Norco College (outside of the prison), and the CRC rows represent the students enrolled in classes at the CRC. In 2020-2021, the success numbers are unusually low due to the COVID-19 pandemic. This was a year we were only delivering instruction through correspondence, packet delivery to students and then mailed to instructors. This made success and learning very difficult for our students. Also, many students were transferred or unable to complete courses, causing many incompletes and failures for this program. This does not reflect the face-to-face program. As we returned to teaching face-to-face, student success returned to showing similarities between male-identifying students at Norco College. There has also been a dramatic increase in enrollments since the pandemic. The program continues to grow, and with this growth more students require access to academic support services and counseling.

Also, part of the issue with the data is that it does not capture how many units a student is taking, not only at Norco College but through correspondence courses from other colleges. Often, students are unsure what classes they will be enrolled in at Norco College until the first or second week of the semester. Because of this, the students grab any and all classes available, overloading their schedule with upwards of 20 units, and adding unnecessary courses to their eduational pathway.

Limitations: Factors that impact student success numbers include the following: students are transferred to another prison or facility and, therefore, were unable to complete the courses through Norco College. These students, who transfer mid-semester, should be removed from the data so as not to impact the courses' overall success.

We need a method of collecting data that captures the unique carceral setting and barriers/obstacles that may keep a student from success while incarcerated.

Is there a resource request associated with this Goal?
Yes

If yes, please provide a short description.

Please add any relevant documents here.

VAPA Expansion and Academic Support

Program/Unit Goal
VAPA Expansion and Academic Support

Goal Cycle

What are you doing now in support of this goal?
What are your plans (3-year) regarding this goal?
Please add any relevant documents here.

Theater (Performing Arts)

Program/Unit Goal
Commence theater productions in support of the Theater ADT Program.

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
1. Special Project over Summer 2023 for the Dept. Chair to work on curriculum process required for creation of the Norco College Theater ADT.
2. APC/Academic Senate support for filling the full-time Theater Professor position due to retirement, effective June 2024. Anticipated replacement in Fall 2025.
3. Recruitment and hiring of Associate Faculty in Theater to teach THE courses and initiate small scale productions until the full-time professor is hired.

What are your plans (3-year) regarding this goal?
1. Year One, 2024-2025
- Associate Faculty intiate small scale Theater productions.

- Expanded course offerings in support of the Theater ADT.

- Cross-disciplinary projects within the School of Visual & Performing Arts (VAPA).

- Outreach and marketing for Theater at Norco College.

2. Year Two, 2025-2026
- Full-time Professor in Theater is hired.

- Theater ADT in place.

- Full rotation of Theater ADT courses offered.

- Productions expand in scope.

- Continued cross-disciplinary involvement in productions.

3. Year Three, 2026-2027

- Community outreach to foster regional theater in the Norco College service area.

- Collaboration with local high schools.

- Public programs and continued outreach and marketing.

- Grant funding and sponsorhips pursued.

- Partnerships with transfer institutions to ensure seamless transfer for Theater ADT majors.

Please add any relevant documents here.

Mapping
Educational Master Plan (2020-2025): ( )
- 2025 Objective 1.1 - KPI 1 (Academic Affairs):
- 2025 Objective 1.4 - KPI 3 (Student Services):
- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2025 Objective 6.1 (Academic Affairs):
- 2025 Objective 6.5 (Office of the President):
- 2025 Objective 6.7 (Planning and Development):
- 2025 Objective 6.8 (Academic Affairs):
- 2025 Objective 7.1 (Academic Senate):
- 2025 Objective 9.6 (Academic Senate):
- 2030 Goal 10: Facilities:
- 2030 Goal 1: Access:
- 2030 Goal 2: Success:
- 2030 Goal 6: (Community Partnerships) :
- 2030 Goal 7: Programs:

Evidence

Evidence Date
03/21/2024
Please provide any assessment data or other evidence that supports this Program/Unit Goal.
Documents attached.
Is there a resource request associated with this Goal?
Yes
If yes, please provide a short description.
1. Replacement position for retiring Theater professor.
2. $12,000 budget in 2024-2025 to cover costs of stagecraft and other supplies required for classes/production of Theater programming.
Please add any relevant documents here.
_Kamerin, Kim_ADT Development_Theater_23SUM.pdf
RCCD Norco College Theater Discipline Correspondence_Fall 2023.pdf

CRC Rising Scholars Partnerships- EMP Goal 6- Pursue, develop, and sustain collaborative partnerships.

Program/Unit Goal
EMP Goal 6- Pursue, develop, and sustain collaborative partnerships.
Goal Cycle
2024 - 2027
What are you doing now in support of this goal?
The CRC RS program launched in 2017, and has rapidly expanded its Prison Partnership with CRC to offer all courses needed for students to complete ADTs in Business Administration, Sociology, and Communications on the

CSUGE pattern, including all Golden 4 courses and two lab sciences. In 18-19, Norco College worked with partners at the prison to establish "special unlocks" specifically for the college so that students with jobs during the day are now enable to enroll in courses offered in the evenings M-F. In 19-20, Norco College began offering lab sciences at the prison and added the Business Administration major to meet student demand.

Over the past four years, Norco College has worked closely to establish a transfer partnership with Pitzer College administrators and CDCR officials to support Pitzer in establishing California's second in-prison Bachelor's degree program, and the first accelerated Inside-Out BA program. This program's unique pedagogy bring outside students from the Claremont Colleges into the prison to learn alongside incarcerated students. By the end of Spring 2024, Pitzer will have matriculated and graduated 40 Norco College alumni.

Over the past year and a half, Norco College has worked closely with the University of California, Riverside (UCR) to develop a transfer partnership for Norco College graduates at CRC. Beginning Fall 2024, UCR will matriculate a cohort of 25 Norco graduates into their Bachelor's degree program in Education.

What are your plans (3-year) regarding this goal?
The CRC currently houses over 3200 residents. Of these 3200 residents, approximately 500 of them are current Norco College students. The goal is to increase our student population by 100% over the next 3 years.

Currently- Facility A at the CRC has been closed for over a year. This 8 story building would be the perfect place to house educational partnerships at CRC. The goal is repurpose Facility A as a College Hub and create a multi-institutional college center at CRC, with "A facility" repurposed as a college time-share, occupied by colleges and universities that are supporting degree programs for students at CRC. This model fully embraces all four pillars of the California Department of Corrections and Rehabilitation's "California Model." There is a current ask in to State Senator Josh Newman for funding to support this goal.

If funding is approved, this initiative will be developed incrementally through a planning year with all existing stakeholders (CDCR, CRC, Norco College, Pitzer College, and UC Riverside) and then a 3-year pilot in which the number of CRC RS students would gradually increase to serve approximately 1,000 students, and institutions offering BA degrees across a number of fields would expand. Facility A would become a "normalized" college campus, with outside students also attending classes. The rest of CRC will comprise the college and pre-college dorms.

In the first instance, funding is sought for the 2024-25 year to (a) repurpose A facility and (b) plan Facility A to be officially opened in summer 2025. Both the physical plant costs and the costs of seconding staff from the stakeholders are modest.

The distinctive feature of this proposed education model is that it is (a) multi-institutional model. Multiple cohorts of 10-25 CRC students will be matriculated in different BA programs at different colleges/universities at the same time. These BA programs, and the ADT programs by Norco College on which they are scaffolded, would be jointly planned with agreements on mutual recognition of credit. This would not only offer students a range of degree option, but a rich breadth of curriculum.

Academic and career advising, and reentry support would be integrated. Academic and professional plans for all men arriving at CRC will eliminate the accumulation of redundant credit, and track students into parole and reentry support.

Please add any relevant documents here.

STEM: Science Lab Budget Allocation Increase

Program/Unit Goal
To increase the budget allocation serving the science labs

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
Each science lab technician has a budget in order to service equipment. The costs for servicing equipment has continued to increase. The number of students has continued to increase. In order to better meet the needs of the

students and science departments, additional funds are needed. A review was conducted of the existing equipment and supplies and a deficit was determined.

What are your plans (3-year) regarding this goal?

Follow a timeline developed by science lab technicians to service and/or purchase equipment and supplies in order to appropriately manage the needs of the labs. An increase of $15,000 (once every three years) will ensure maintenance and repairs are completed in a timely manner as well as new purchases when needed.

Please add any relevant documents here.

Middle College HS- JFK- EMP Goal 1- Expand College access by increasing both headcount and full time equivalent students (FTES)

Program/Unit Goal

Middle College HS- JFK- Expand College access

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

During the 22-23 school year- JFK Middle College HS generated 371.47 FTES

Increase 23-24 school year FTES (371.47) by 10%

1. JFK Middle College HS implemented the "9th grade" strategy several years ago, and began offering college courses to students during their 9th grade year with great success. Incoming freshman take a Guidance course in the fall and an Arts or Humanities course in the spring.

Current

1. Previously used the Middle College grant funds to pay for 10 hours a week of support from a Student Services Technician. This person supported JFK students through the enrollment process. This funding ended Dec. 31, 2023, and now we don't have dedicated hours of support through the enrollment process.

2. Norco Counseling hours to support JFK students are currently being paid with COVID block grant funds.

Need

Norco College's Middle College High School, JFK needs a full-time Student Services Technician to support our growing student population. The Student Services Technician provides many vital services for high school students and their parents/guardians:

- Provide presentation and application workshops for JFK students.

- Support students through the entire enrollment process.

- Support JFK counselors and Norco Counselors with registration assistance.

- The Student Services Technician also works with the Norco College Counselor, faculty, and the JFK staff to add and drop students throughout the semester.

| | | | | Retirement | Annual | Fixed | Health & | |
Job Title/Position	FTE	Step	Code	Salary	Charges	Welfare	Total
Student Services Technician	1.0000	2	P1	72,876	26,942	32,553	132,371

What are your plans (3-year) regarding this goal?
Please add any relevant documents here.

CCAP/Dual Enrollment- EDU Partnerships EMP Goal 1 Expand College access by increasing both head count and FTES

Program/Unit Goal
CCAP/Dual Enrollment- EMP Goal 1 Expand College access by increasing both head count and FTES
Goal Cycle
2024 - 2027
What are you doing now in support of this goal?
During the 22-23 school year- CCAP/Dual Enrollment students generated: 262.21 FTES
Increase 23-24 school year FTES (262.21) by 10%
Dr. Sonya Christina, State Chancellor for CA Community Colleges is passionate about expanding Dual Enrollmen with equity which means having a default system that allows ninth grade students to a college course. Many HS partners are interested in implementing a ninth grade strategy.
Current
1. CCAP/Dual Enrolment grant funds ended Dec. 31, 2023. Previous funding was used to pay for Student Services Technician support. This person would be dedicated to supporting CCAP/Dual Enrollment students and their parents, high school counselors and administrators.
2. Norco Counseling hours to support CCAP/Dual Enrollment students are currently being paid with COVID block grant funds.
Need
Norco College's CCAP/Dual Enrollment program needs a full-time Student Services Technician to support our growing student population. The Student Services Technician provides many vital services for high school students and their parents/guardians:

- Provide presentation and application workshops for alln14 of our feeder high school sites.

- Support students through the entire enrollment process.

- Support High School counselors, Outreach Specialist, and Norco Counselors with registration assistance.

- The Student Services Technician also works with the Norco College Counselor, faculty, and high school staff to add and drop students throughout the semester.

Job Title/Position	FTE	Step	Retirement Code	Annual Salary	Fixed Charges	Health & Welfare	Total
Student Services Technician	1.0000	2	P1	72,876	26,942	32,553	132,371

Need

Provide a full-time Counselor/Coordinator for Norco College's CCAP/Dual Enrollment Program.

enables high school students to take college courses, taught by college professors, at their high school campus. These courses can also count toward your high school diploma, allowing students to get a head start on their higher education goals.

- Academic counseling- Dual Enrollment enables high shcool students to take college courses, taught by college professors. These courses can also count toward their high school graduation requirements. This counselor would need to work closely with high school counselors at all educational partnership sites to support students with assessment, planning, and implementing their immediate and long-range academic goals.

- Career counseling- The CCAP/Dual Enrollment counselor needs to be well versed in understanding the unique needs of high school students and K-12 partnerships. The Counselor will need to be able to assist in assessing aptitudes, abilities, and interests, and be able to advise students on current and future employment trends.

- Coordination- Support the growing number of faculty teaching Dual Enrollment courses, and stay current on best practices and support services.

	FTE	Step		Annual Salary	Fixed Charges	Health & Welfare	Total Cost
Full Time Faculty	1.0000	H-6	S1	131,136	29,395	32,553	193,084

What are your plans (3-year) regarding this goal?
Please add any relevant documents here.

Educational Partnerships- AA- Optimize efficient staffing personnel

Program/Unit Goal
Educational Partnerships- Fully Staff Educational Partnerships in order to efficiently and effectively support instruction
Goal Cycle
2024 - 2027
What are you doing now in support of this goal?
Educational Partnerships currently supports Norco College's JFK Middle College, CCAP Dual Enrollment, and programming for justice impacted students. During the 23-24 school year, these educational partnership programs generated nearly **900 FTES.**
Much of the front end support for these partnershp programs is done by our Administrative Assistant I.
Currently**,** this position works 32 hours per week. 19 hours are paid through the general fund, and 13 hours are being paid through the Rising Scholars Juvenile Justice grant. The level of support required for this position is an Administrative Assistant II.
Need
The level of Administrative assistance required for this position is an Administrative Assistant II. This position should be full-time.
This position supports all educational partnerships in many fundamental ways:
General

· Coordinates and schedules appointments and meetings, makes reservations, arranges travel, handles catering on and off campus, arranges events, provides information and instructions for faculty in both programs

· Submits Special Projects, Salary Budget Changes, reimbursement forms, monitors budget for departments and programs

· Orders technology, marketing materials

· Designs and distributes informational items for the department

· Runs Section Availability Reports for both departments

· Attends meetings and trainings provided by the district and college

Justice impacted-Rising Scholars – Prison Education Program

· Organizes events (CRC Graduation), designs Commencement program, orders regalia for graduation

· Developed and maintains an inventory of textbooks, supplies, and equipment for the program. Routinely goes to the Prison campus to review.

· Corresponds with faculty regarding classroom needs, Prison facility clearance and renewal forms, and equipment needs

· Orders books and supplies for the program, arranges transportation and security clearance of supplies to the prison campus, and distributes items to each class (42 classes for Spring 24)

· Attends the Rising Scholars Advisory Committee meetings and collaborates with the team

· Submits necessary documentation to CCCCO for textbook reimbursement, submits Donation Form information to the CDCR for approval to bring in items to the prison

Early College- CCAP/Dual Enrollment/ JFK Middle College

· Organizes events (Award / Freshman Orientation)

· Created Schedule of Classes, in collaboration with the department, that is posted on the college website

· Arranges the purchase of books for the program of which are charged to the department

· Corresponds with faculty regarding textbooks, reminders, and instructions regarding the program

What are your plans (3-year) regarding this goal?

Please add any relevant documents here.

CCAP/Dual Enrollment- EMP Goal 3: Close all student equity gaps

Program/Unit Goal

CCAP/Dual Enrollment- AA- Educational Partnerships

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Need

Provide a full time Student Success Coach to support all CCAP/Dual Enrollment students to support high school students:

- Collaborate with high school partners to maximize resources and support services for our early college students

- Collaborate with stakeholders to develop and deliver workshops on topics designed to aid student success.

- Monitor the academic progress and success of CCAP Dual Enrollment students, and advocate and troubleshoot solutions for students facing obstacles to their academic progress.

- Serve as a liaison between CCAP/Dual Enrollment students and faculty, counselors, and administrative staff.

Job Title/Position	FTE	Step	Retirement Code	Annual Salary	Fixed Charges	Health & Welfare	Total
Student Success Coach	1.0000	2	P1	83,988	31,050	32,553	147,591

What are your plans (3-year) regarding this goal?
Expand Dual Enrollment by 10%

1. Invest in DualEnroll.com technology to enhance dual enrollment.
 2. Expand staffing to meet increased need.
 3. Expand dual enrollment to carceral youth facilities by partnering with the Riverside Probation Department (equity).

Please add any relevant documents here.

Information/Publications Review

2024 - 2027

Please discuss any publications or published information that require regular updates for your area.

The Norco College Library working together with a professional writer/artist has developed an inclusive 24-page library graphic novel to instruct students on how to critically evaluate the trustworthiness of information and identify misinformation and disinformation online. The comic is called "On the Research Trail: A Guide to Evaluating Information" and is designed to provide students with practical 21st Century strategies for determining the credibility of information and highlight resources and tools that are available through the Wilfred J. Airey Library. The initial project included the printing of 500 copies and the copyright for electronic distribution and use
 of the graphic novel online and within Canvas.

Information literacy instruction supports Norco College's Transformation (Strategic Direction 3) by preparing students for the future and employer workforce needs (Goal 7). This project further develops academic support services that improve student success (Objective 7.7) and foster student engagement (Objective 7.7). The development of new tools for helping students to determine the credibility of online information also aligns
 with District Strategic Goal 2: Student Success. Information literacy skills support student learning across courses/programs and the overall achievement of certificates, degrees, and transfer. Closing equity gaps is both a college and a district priority (College Goal 3 and District Strategic Goal 3). The
 graphic novel medium incorporates best practices for teaching a diverse student population. Students will see themselves represented in the illustrations, which will include multiple racial, ethnic, and gender identities. The use of text and visuals will ensure that information is conveyed in multiple formats. Finally, the graphic novel
 narrative is intended to especially resonate with students whose cultures have long-established storytelling traditions.

Hopefully, the comic will be able to be used as an important instructional resource for years to come without any need for updating.

Please add any relevant documents here.

On the Research Trail (Cover) .jpg

Equity

<div style="text-align: center; background-color: #5f8591; color: white;">2024 - 2027</div>

1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

LIB-CORA Black Ally course, CORA Racial Microaggressions course, Vet Net Ally training, Undocumented Scholar Advocate training, Achieving Equity in Guided Pathways Summit.

2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

LIB-Library and Tutoring services to incarcerated students, Library lockers for after-hours pick up of materials, Guided Pathways Librarian Liaisons created, Library comic book created to instruct students on strategies to avoid misinformation and disinformation, Experiential learning collaboration with Art discipline to create and display art focusing on underrepresented populations and careers in the library.

3. What additional equity-related professional development/trainings do you seek to better support your area?

LIB-How to make the Library and LRC spaces more welcoming to and utilized by Underrepresented student populations.

Please add any relevant documents here.

1.1(KPI 1) Go from 7,366 to 8,759 total FTES

EMP Goal

2030 Goal 1: (Access) Expand college access by increasing both headcount and FTES.

2.1(KPI 4) Increase number of degrees completed by 15% annually

EMP Goal

2030 Goal 2: (Success) Implement Guided Pathways framework.

2.2(KPI 5) Increase number of certificates completely by 15% annually

EMP Goal

2030 Goal 2: (Success) Implement Guided Pathways framework.

2.3 Decrease AA degree unit accumulation from 88 to 74 total units on average

EMP Goal

2030 Goal 2: (Success) Implement Guided Pathways framework.

2.7 Increase number of students who complete transfer level math and English by 20% per year

EMP Goal

2030 Goal 2: (Success) Implement Guided Pathways framework.

5.2 (KPI 14) Increase percent of CTE students employed in their field of study by 3% annually

EMP Goal

2030 Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap

5.4 Establish the Center for Workforce Innovation to create and expand apprenticeships & work-based learning opportunities

EMP Goal

2030 Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap

6.1 Establish and expand relationships with regional educational institutions

EMP Goal

2030 Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnerships

6.4 Work toward reducing recidivism through incarcerated student education

EMP Goal

2030 Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnerships

> ### Assessment Method
>
> **How do you plan to assess this objective?**
>
> **Method used to assess**
>
> **Status**
>
> **Date**

6.8 Stimulate regional arts development

EMP Goal

2030 Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnerships

7.7 Build and support academic support services to improve student success

EMP Goal

2030 Goal 7: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

9.5 Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time

EMP Goal

2030 Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture

LIB - Increase Library/LRC Administrative Assistant III PT position from 18 hours/week to FT 40 hours/week.

Resource Year
2024 - 2027

What resources do we already have?
PT position at 18 hours/week is not adequate to cover the current workload needed to provide administrative assistant support to Library and LRC.

What resources do you need?
FT position at 40 hours/week

$ Amount Requested
85,123

Resource Type
STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
Directly supports EMP goal 7, objectives 7.6, 7.7. Position provides support for Library and LRC which directly support student access, success and equity. Position supports library events for student engagement. Position covers meeting minutes, contracts, SRPs, purchase requisitions, budget keeping, faculty evaluations process assistance, timesheet and attendance keeping, and more. High turnover rate for this position due to PT status has resulted in critical loss of momentum for the department and substantial loss of funding and personnel hours for the district to repeatedly engage in the hiring process after short periods of time.

This request for my area is Priority #:
1

Is this request
Revised

Mapping
Administrative: Academic Affairs: (.)
- 7.7 Build and support academic support services to improve student success: .
- LIB & LRC - Library and LRC (Tutoring) Integration: .
- LIB & LRC - Library and LRC (Tutoring, WRC) Marketing and Promotion: .

Educational Master Plan (2020-2025): ( )
- 2025 Objective 1.1 - KPI 1 (Academic Affairs):
- 2025 Objective 1.2 - KPI 2 (Student Services):
- 2025 Objective 1.3 (Student Services):
- 2025 Objective 12.1 (Business Services):
- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):
- 2025 Objective 3.4 - KPI 11 (Student Services):
- 2025 Objective 3.5 - KPI 12 (Student Services):
- 2025 Objective 7.6 (Student Services):
- 2025 Objective 7.7 (Academic Affairs):
- 2030 Goal 12: Resources:
- 2030 Goal 1: Access:
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:
- 2030 Goal 4: Professional Development:

LIB - Laptops (25) for Student Laptop Loan Program

Resource Year
2024 - 2027

What resources do we already have?
Laptops are currently loaned to students who request this resource on a semester by semester basis.

What resources do you need?
25 new laptops to replace older laptops that are failing and need to be surplussed.

$ Amount Requested
25,000

Resource Type
ITEM: Technology

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
Directly supports EMP goal 7, objectives 7.6 and 7.7. Laptops support student access, success and equity and help student stay enrolled in their college courses.

This request for my area is Priority #:
4

Is this request
New

Mapping
Administrative: Academic Affairs: (.)
- LIB & LRC - Library and LRC (Tutoring) Integration: .
- LIB & LRC - Library and LRC (Tutoring, WRC) Marketing and Promotion: .

Educational Master Plan (2020-2025): ( )
- 2025 Objective 1.1 - KPI 1 (Academic Affairs):
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- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):
- 2025 Objective 3.4 - KPI 11 (Student Services):
- 2025 Objective 3.5 - KPI 12 (Student Services):
- 2025 Objective 7.6 (Student Services):
- 2025 Objective 7.7 (Academic Affairs):
- 2030 Goal 12: Resources:
- 2030 Goal 1: Access:
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:
- 2030 Goal 4: Professional Development:

Student Equity Plan: (.)
- Persistence for Black/African American Students: .
- Successful Enrollment for Black/African American Students: .
- Transfer for Hispanic/ Latinx Students: .
- Transfer-level math and English for Hispanic/ Latinx Students: .
- Vision Goal Completion for Hispanic/ Latinx Students: .

LRC - Augment base budget for Tutor salaries to support Tutorial Services operations.

Resource Year
2024 - 2027

What resources do we already have?
Approximately $24,000 allocated budget/year

What resources do you need?
Additional general fund budget to support current tutorial services needs for students.

$ Amount Requested
255,000

Resource Type
BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
Directly supports EMP goal 7, objectives 7.6 and 7.7. Tutoring supports student access, success and equity and helps students stay enrolled and complete their college courses. Tutoring data from recent ANCOVA study and success rates by ethnicity show a significant increase in student success as a result of tutoring.

This request for my area is Priority #:
2

Is this request
Revised

Mapping
Administrative: Academic Affairs: (.)
- LIB & LRC - Library and LRC (Tutoring) Integration: .
- LIB & LRC - Library and LRC (Tutoring, WRC) Marketing and Promotion: .

Educational Master Plan (2020-2025): ( )
- 2025 Objective 1.1 - KPI 1 (Academic Affairs):
- 2025 Objective 1.2 - KPI 2 (Student Services):
- 2025 Objective 1.3 (Student Services):
- 2025 Objective 12.1 (Business Services):
- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 3.1 - KPI 8 (Student Services):
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- 2025 Objective 3.3 - KPI 10 (Student Services):
- 2025 Objective 3.4 - KPI 11 (Student Services):
- 2025 Objective 3.5 - KPI 12 (Student Services):
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- 2025 Objective 7.7 (Academic Affairs):
- 2030 Goal 12: Resources:
- 2030 Goal 1: Access:
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:
- 2030 Goal 4: Professional Development:

Student Equity Plan: (.)
- Persistence for Black/African American Students: .
- Successful Enrollment for Black/African American Students: .
- Transfer for Hispanic/ Latinx Students: .
- Transfer-level math and English for Hispanic/ Latinx Students: .
- Vision Goal Completion for Hispanic/ Latinx Students: .

LIB - PT Library Clerk I

Resource Year
2024 - 2027

What resources do we already have?
No current resources.

What resources do you need?
PT (19 hour) Library Clerk I to cover peak usage times in the library during 10 am-2:00 pm Monday-Thursday when the library hosts frequent student engagement events. Also, to help cover in the event of illness, vacation or personal necessity time taken by library circulation staff members.

$ Amount Requested
34,461.01

Resource Type
STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
Directly supports EMP goal 7, objectives 7.6 and 7.7. Position provides critical support for library operations which directly supports student access, success, equity and learning. The library is a resource available to students Monday-Thursday 7:30 am-8:00 pm; Friday 7:30 am-4:00 pm; and Saturday 9:00 am-2:00 pm. The library hosts many student engagement events every semester that are held mostly during the times this position would be scheduled to provide needed assistance.

This request for my area is Priority #:
3

Is this request
Revised

Mapping
Administrative: Academic Affairs: (.)
- LIB & LRC - Library and LRC (Tutoring) Integration: .
- LIB & LRC - Library and LRC (Tutoring, WRC) Marketing and Promotion: .

Educational Master Plan (2020-2025): ( )
- 2025 Objective 1.1 - KPI 1 (Academic Affairs):
- 2025 Objective 1.2 - KPI 2 (Student Services):
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- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
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- 2030 Goal 12: Resources:
- 2030 Goal 1: Access:
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:
- 2030 Goal 4: Professional Development:

Student Equity Plan: (.)
- Persistence for Black/African American Students: .
- Successful Enrollment for Black/African American Students: .
- Transfer for Hispanic/ Latinx Students: .
- Transfer-level math and English for Hispanic/ Latinx Students: .
- Vision Goal Completion for Hispanic/ Latinx Students: .

LRC - Director, Learning Resource Center

Resource Year
2024 - 2027

What resources do we already have?
No current resources.

What resources do you need?
Manager to oversee LRC/tutoring operations, promotion and strategic planning. This position would work in close collaboration with and report to the Dean of Library and Learning Resources.

$ Amount Requested
188,550

Resource Type
STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
Directly supports EMP goal 7, objectives 7.6 and 7.7. LRC/Tutoring supports student learning, success and equity and helps students stay enrolled and complete their college courses. Tutoring data from recent ANCOVA study and success rates by ethnicity show a significant increase in student success as a result of tutoring.

This request for my area is Priority #:
4

Is this request
Revised

Mapping
Administrative: Academic Affairs: (.)
- CRC Rising Scholars- EMP Goal 3: Close all student equity gaps: .
- LIB & LRC - Library and LRC (Tutoring) Integration: .
- LIB & LRC - Library and LRC (Tutoring, WRC) Marketing and Promotion: .

Educational Master Plan (2020-2025): ( )
- 2025 Objective 1.1 - KPI 1 (Academic Affairs):
- 2025 Objective 1.2 - KPI 2 (Student Services):
- 2025 Objective 1.3 (Student Services):
- 2025 Objective 12.1 (Business Services):
- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
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- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
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- 2025 Objective 7.7 (Academic Affairs):
- 2030 Goal 12: Resources:
- 2030 Goal 1: Access:
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:
- 2030 Goal 4: Professional Development:

Student Equity Plan: (.)
- Persistence for Black/African American Students: .
- Successful Enrollment for Black/African American Students: .
- Transfer for Hispanic/ Latinx Students: .
- Transfer-level math and English for Hispanic/ Latinx Students: .
- Vision Goal Completion for Hispanic/ Latinx Students: .

LIB - 6 new Interactive Displays to replace smartboard projectors in Library Student Study Rooms.

Resource Year

2024 - 2027

What resources do we already have?

Current smartboard projectors are past end-of-life and beginning to fail. This equipment is not able to be repaired, and if not available will negatively impact learning in the Library student study rooms.

What resources do you need?

6 new Interactive Displays to replace current smartboard projector technology.

$ Amount Requested

50,000

Resource Type

ITEM: Technology

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Directly supports EMP goal 7, objectives 7.6 and 7.7. Library supports student access, success, learning and equity, and helps students stay enrolled and complete their college courses.

This request for my area is Priority #:

4

Is this request

Revised

Mapping

Administrative: Academic Affairs: (.)

- LIB & LRC - Library and LRC (Tutoring) Integration: .
- LIB & LRC - Library and LRC (Tutoring, WRC) Marketing and Promotion: .

Educational Master Plan (2020-2025): ( )

- 2025 Objective 1.1 - KPI 1 (Academic Affairs):
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- 2025 Objective 1.3 (Student Services):
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- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
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- 2025 Objective 7.7 (Academic Affairs):
- 2030 Goal 12: Resources:
- 2030 Goal 1: Access:
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:
- 2030 Goal 4: Professional Development:

Student Equity Plan: (.)

- Persistence for Black/African American Students: .
- Successful Enrollment for Black/African American Students: .
- Transfer for Hispanic/ Latinx Students: .
- Transfer-level math and English for Hispanic/ Latinx Students: .
- Vision Goal Completion for Hispanic/ Latinx Students: .

LRC - 12 new Interactive Displays to replace smartboard projectors.

Resource Year
2024 - 2027

What resources do we already have?
12 smartboard projectors that are past end-of-life date and are starting to fail. When these projectors fail they are not able to be repaired. The loss of this technology will negatively impact learning in the LRC/Tutorial Services.

What resources do you need?
12 new Interactive Displays to replace the currently failing smartboard projectors.

$ Amount Requested
100,000

Resource Type
ITEM: Technology

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
Directly supports EMP goal 7, objective 7.6 and 7.7. Tutoring support student learning, success and equity and helps students stay enrolled and complete their college classes. Tutoring data from recent ANCOVA study and success rates by ethnicity show a significant increase in student success as a result of tutoring.

This request for my area is Priority #:
4

Is this request
Revised

Mapping
Administrative: Academic Affairs: (.)
- LIB & LRC - Library and LRC (Tutoring) Integration: .
- LIB & LRC - Library and LRC (Tutoring, WRC) Marketing and Promotion: .

Educational Master Plan (2020-2025): ( )
- 2025 Objective 1.1 - KPI 1 (Academic Affairs):
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- 2030 Goal 3: Equity:
- 2030 Goal 4: Professional Development:

Student Equity Plan: (.)
- Persistence for Black/African American Students: .
- Successful Enrollment for Black/African American Students: .
- Transfer for Hispanic/ Latinx Students: .
- Transfer-level math and English for Hispanic/ Latinx Students: .
- Vision Goal Completion for Hispanic/ Latinx Students: .

STEM - Replacement ice machine for STEM lab

Resource Year
2024 - 2027

What resources do we already have?
There is an existing ice machine which has needed significant repairs to keep working. A diagnosis determined the need for a replacement ice machine within the next year.

What resources do you need?
Funding for a new replacement ice machine

$ Amount Requested
13,000

Resource Type
ITEM: Equipment, Services, Software, Furniture

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request for my area is Priority #:

Is this request

LRC - TI-84 Plus CE Graphic Calculators to check out to students.

Resource Year
2024 - 2027

What resources do we already have?
Century Circle grant application was submitted to purchase 36 (pending approval) TI-84 Plus Graphic Calculators for $5000.

What resources do you need?
36 more of these calculators are needed.

$ Amount Requested
5,000

Resource Type
ITEM: Equipment, Services, Software, Furniture

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
Directly supports EMP goal 7, objectives 7.6 and 7.7. LRC (Tutoring) supports student access, success, learning and equity, and helps students stay enrolled and complete their college courses.

This request for my area is Priority #:
4

Is this request
New

Mapping
Administrative: Academic Affairs: (.)
- LIB & LRC - Library and LRC (Tutoring) Integration: .
- LIB & LRC - Library and LRC (Tutoring, WRC) Marketing and Promotion: .

Educational Master Plan (2020-2025): ( )
- 2025 Objective 1.1 - KPI 1 (Academic Affairs):
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- 2030 Goal 4: Professional Development:

Student Equity Plan: (.)
- Persistence for Black/African American Students: .
- Successful Enrollment for Black/African American Students: .
- Transfer for Hispanic/ Latinx Students: .
- Transfer-level math and English for Hispanic/ Latinx Students: .
- Vision Goal Completion for Hispanic/ Latinx Students: .

LRC - Base (Ongoing) Budget Funding to Purchase NetTutor (Online Tutoring) Hours on an Annual Basis for Distance Education Students.

Resource Year
2024 - 2027

What resources do we already have?
$10,000 in Library Lottery budget.

What resources do you need?
Additional funding to cover increased usage of online tutoring services as more students are returning to college after COVID crisis.

$ Amount Requested
40,000

Resource Type
ITEM: Equipment, Services, Software, Furniture

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
Directly supports EMP goal 7, objectives 7.6 and 7.7. Online tutoring supports student access, success, learning and equity, and helps students stay enrolled and complete their college courses. NetTutor services are intended to address accreditation standards to provide same level tutorial support to our Distance Education students as we provide to our face-to-face students.

This request for my area is Priority #:
4

Is this request
New

Mapping
Administrative: Academic Affairs: (.)
- LIB & LRC - Library and LRC (Tutoring) Integration: .
- LIB & LRC - Library and LRC (Tutoring, WRC) Marketing and Promotion: .

Educational Master Plan (2020-2025): ( )
- 2025 Objective 1.1 - KPI 1 (Academic Affairs):
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Student Equity Plan: (.)
- Persistence for Black/African American Students: .
- Successful Enrollment for Black/African American Students: .
- Transfer for Hispanic/ Latinx Students: .
- Transfer-level math and English for Hispanic/ Latinx Students: .
- Vision Goal Completion for Hispanic/ Latinx Students: .

LRC - FT Tutorial Services Clerk.

Resource Year
2024 - 2027

What resources do we already have?
We currently have 1 FT Tutorial Services Clerk that covers 7:30 am-4:00 pm shift. Other Tutorial Service Clerk Positions (3) are PT.

What resources do you need?
A FT Tutorial Services Clerk to Cover Evening Shift Hours (11:30 am-8:00 pm). LRC is open 12.5 hours M-Th; 8.5 hours on Friday; and 5 hours on Saturday. The current staffing configuration of primarily PT clerks is not able to adequately cover the center in the event of emergencies, illness, vacations, etc.

$ Amount Requested
121,243.98

Resource Type
STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
Directly supports EMP goal 7, objectives 7.6 and 7.7. Tutoring supports student access, success and equity and helps students stay enrolled and complete their college courses. Tutoring data from recent ANCOVA study and success rates by ethnicity show a significant increase in student success as a result of tutoring.

This request for my area is Priority #:
4

Is this request
New

Mapping
Administrative: Academic Affairs: (.)
- LIB & LRC - Library and LRC (Tutoring) Integration: .
- LIB & LRC - Library and LRC (Tutoring, WRC) Marketing and Promotion: .

Educational Master Plan (2020-2025): ( )
- 2025 Objective 1.1 - KPI 1 (Academic Affairs):
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- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
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- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:
- 2030 Goal 4: Professional Development:

Student Equity Plan: (.)
- Persistence for Black/African American Students: .
- Successful Enrollment for Black/African American Students: .
- Transfer for Hispanic/ Latinx Students: .
- Transfer-level math and English for Hispanic/ Latinx Students: .
- Vision Goal Completion for Hispanic/ Latinx Students: .

CE: STEM Services Developer

Resource Year
2024 - 2027
What resources do we already have?
We have no support to assist with Career Ed/STEM events and activities, including the Makerspace
What resources do you need?
STEM Services Developer
$ Amount Requested
143,169
Resource Type
STAFF: Classified Professional, Confidential, Mgr
Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request for my area is Priority #:
1
Is this request
New
Mapping
Administrative: Academic Affairs: (.)
- CE: Apprenticeship: .
- CE: Apprenticeship: .
- CE: Expansion of CTE : .
- CE: Noncredit: .

CE: Apprenticeship Student Services Technician

Resource Year
2024 - 2027
What resources do we already have?

Currently, we are utilizing RSI to support 15 hours a week for a Student Services Technician.

What resources do you need?
A full time Student Services Technician to support the Apprenticeship programs and unique programs

$ Amount Requested
128,412

Resource Type
STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
The plan, with additional support staff, will enhance the program's capacity to provide comprehensive support and guidance to apprentices, employers, training center staff, faculty, and the general public. The new Apprenticeship Programs Coordinator will be crucial in administrative tasks, mentoring students, and tracking and inputting student data. Assist with student orientations and outreach efforts. Also, it will assist students in navigating challenges and have a strong background in program management, student support, and stakeholder engagement.

This request for my area is Priority #:
2

Is this request
New

Mapping
Administrative: Academic Affairs: (.)
- CE: Apprenticeship: .
- CE: Apprenticeship: .
- CE: Expansion of CTE : .

CE: Career Education Educational Advisor

Resource Year
2024 - 2027

What resources do we already have?
We currently refer students to counseling for educational advising

What resources do you need?
A dedicated educational advisor to support CTE, noncredit and apprenticeship

$ Amount Requested
143,169

Resource Type
STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
EMP Goal 5,EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 6

This request for my area is Priority #:
2

Is this request
New

Mapping
Administrative: Academic Affairs: (.)
- CE: Apprenticeship: .
- CE: Apprenticeship: .
- CE: Expansion of CTE : .
- CE: Noncredit: .

Administrative Assistant III

Resource Year
2024 - 2027

What resources do we already have?
no current staffing

What resources do you need?
full-time administrative assistant support for the Dean of Instruction, CTE

$ Amount Requested
134,500

Resource Type
STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
The work of this office is the support of Career Education. Funding of this position will support Strong Workforce, Apprenticeship, and noncredit education efforts and more with administrative support. Partial funding for this position may be available from future grant funding.

This request for my area is Priority #:
1

Is this request
New

Mapping
<u>Administrative: Academic Affairs:</u> (.)

- Optimize efficient staffing - personnel : .

Budget for Theater Program

Resource Year
2024 - 2027

What resources do we already have?
We have a well-equipped Theater building, which has had several upgrades to lighting and sound systems. This building has been underutilized and has great potential for serving the theater program. We are anticipating the replacement hire of our retiring full-time Theater professor.

What resources do you need?
We need an operational budget to support the costs of Theater performances and the courses which are required for the Theater ADT. These courses have practical components, in which students learn to build sets and props, create costumes, practice stage makeup artistry, and more. This is not an expense we have had in a long time, due to the cessation of Theater performance many years ago.

$ Amount Requested
12,000

Resource Type
BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
Goal 6, Objective 8: Stimulate regional arts development. We know that sports and performing arts are the two most effective ways to engage the community and bring them to our campus. We have to start small and build the Theater program, to work towards our goal of being a regional theater center in our service area.
Goal 7, Objective 1: Develop comprehensive breadth of academic programs and Goal 7, Object 5: Add capacity to existing disciplines with a demonstrated need. Theater is an existing discipline that in recent years has only been used by students to fulfill their GE Requirement, Area 3 – Arts and Humanities. We are implementing the Theater ADT and will need to offer a rotation of courses for the major. Students and our community deserve a breadth of programs including the performing arts.

This request for my area is Priority #:

1

Is this request
New

Mapping
Administrative: Academic Affairs: (.)
- Theater (Performing Arts): .
- VAPA Expansion and Academic Support: .

DOI HP Copier
___

Resource Year
2024 - 2027

What resources do we already have?
An existing HP Copier machine which was purchased in 2016. The machine is owned by DOI and its contracts have been expired since 2018. (Product Specs: Asset tag 065593, PO P0052530, PR R0082461)

What resources do you need?
New HP Copier for the Office of Instruction

$ Amount Requested
13,000

Resource Type
ITEM: Equipment, Services, Software, Furniture

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request for my area is Priority #:
1

Is this request
New

CRC - Rising Scholars Peer Mentors (4)
___

Resource Year
2024 - 2027

What resources do we already have?

What resources do you need?

$ Amount Requested
49,088

Resource Type
STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request for my area is Priority #:

Is this request
New

Mapping
Administrative: Academic Affairs: (.)
- CRC Rising Scholars Partnerships- EMP Goal 6- Pursue, develop, and sustain collaborative partnerships.: .

- CRC Rising Scholars- EMP Goal 1: Expand College Access/Increase FTES: .
- CRC Rising Scholars- EMP Goal 3: Close all student equity gaps: .
- LIB & LRC - Library and LRC (Tutoring) Integration: .

Rising Scholars - On-Campus Transition Ambassador

Resource Year
2024 - 2027
What resources do we already have?
none
What resources do you need?

$ Amount Requested
12,272
Resource Type
STAFF: Classified Professional, Confidential, Mgr
Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request for my area is Priority #:

Is this request
New
Mapping
Administrative: Academic Affairs: (.)
- CRC Rising Scholars Partnerships- EMP Goal 6- Pursue, develop, and sustain collaborative partnerships.: .
- CRC Rising Scholars- EMP Goal 1: Expand College Access/Increase FTES: .
- CRC Rising Scholars- EMP Goal 3: Close all student equity gaps: .

Administrative Assistant I - increase existing funding to 100%

Resource Year
2024 - 2027
What resources do we already have?
19 hour per week of Administrative Assistant I staffing
What resources do you need?
100% staffing - amount requested reflect additional funding required for full-time position.
$ Amount Requested
79,500
Resource Type
STAFF: Classified Professional, Confidential, Mgr
Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
The current administrative support (19 hours per week) is not sufficient to meet the needs of Educational Partnerships. There are several critical partnerships that require timely support and responsiveness, including all Unified School District partners, prison partner, and juvenile facility partner. In addition, support for grant funding, program material development, and more.
This request for my area is Priority #:
2
Is this request
New

Web Applications Technician

Resource Year
2024 - 2027

What resources do we already have?
no resources currently exist to support this work

What resources do you need?
Web Applications Technician

$ Amount Requested
150,300

Resource Type
STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
The college website is currently undergoing an upgrade with new CMS templates developed by Modern Campus. The site requires an overhaul of navigational vision to create a website that is intuitive for students and facilitates the implementation of Guided Pathways .

While, the college currently has support for webpage development and content updating, without a comprehensive re-organization, re-visioning, and consistent structural monitoring, the site will continue to suffer from a lack of cohesive design.

This request for my area is Priority #:
3

Is this request
New

Mapping
<u>Administrative: Academic Affairs:</u> (.)
- Optimize efficient staffing - personnel : .

Administrative Assistant I - support for Academic Senate

Resource Year
2024 - 2027

What resources do we already have?
existing support is from Administrative Assistant IV

What resources do you need?
Administrative Assistant I - permanent part-time

$ Amount Requested
39,300

Resource Type
STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
A permanent part-time administrative assistant will support the senate with agendas, minutes, website content updates, travel arrangements for Senate leaders and Senate committees.

This request for my area is Priority #:
4

Is this request
New

Mapping

Administrative: Academic Affairs: (.)
- Optimize efficient staffing - personnel : .

CRC - Student Services Technician

Resource Year
2024 - 2027
What resources do we already have?
Currently 15 hours per week of a technician works with CRC population.
What resources do you need?
Student Services Technician
$ Amount Requested
138,600
Resource Type
STAFF: Classified Professional, Confidential, Mgr
Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
Norco College's Rising Scholars (RS) in-prison program at the California Rehabilitation Center (CRC) needs a full-time Student Services Technician to support our growing student population. We are currently serving approximately 500 RS students at the CRC, and we offer over 100 courses each academic school year (Summer, Fall, Winter, Spring) at the CRC. Because our RS students at the CRC, have no direct access to any aspects of the enrollment management process. The Student Services Technician serves as the liaison between our RS students at CRC and the college enrollment process. This person spends approximately 35% of their work time at the CRC. The Student Services Technician provides many vital services for our incarcerated RS at CRC. With a full-time position, the program conceivably could double or triple FTES.
This request for my area is Priority #:

Is this request
New
Mapping
Administrative: Academic Affairs: (.)
- CRC Rising Scholars- EMP Goal 1: Expand College Access/Increase FTES: .

Rising Scholars/CRC Embedded Tutors (2)

Resource Year
2024 - 2027
What resources do we already have?

What resources do you need?

$ Amount Requested
24,544
Resource Type
BUDGET: Request Ongoing Funding (Support, Mktg)
Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request for my area is Priority #:

Is this request
New

Mapping

<u>Administrative: Academic Affairs:</u> (.)

- CRC Rising Scholars Partnerships- EMP Goal 6- Pursue, develop, and sustain collaborative partnerships.: .
- CRC Rising Scholars- EMP Goal 1: Expand College Access/Increase FTES: .
- CRC Rising Scholars- EMP Goal 3: Close all student equity gaps: .
- LIB & LRC - Library and LRC (Tutoring) Integration: .

CRC - Marketing resources

Resource Year

2024 - 2027

What resources do we already have?

What resources do you need?

posters, table banners, branded materials, printing budget

$ Amount Requested

2,000

Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

The CRC currently houses approximately 3200 residents. Of these 3200 residents, approximately 500 of them are students in the Rising Scholars program at CRC. If we are able to hire a full time Student Services Technician to support students through the entire enrollment process and intentionally outreach and market to all CRC residents, we could double or triple FTES at the CRC.

This request for my area is Priority #:

Is this request

New

Mapping

<u>Administrative: Academic Affairs:</u> (.)

- CRC Rising Scholars- EMP Goal 1: Expand College Access/Increase FTES: .

CRC - Tutorial Service Clerk

Resource Year

2024 - 2027

What resources do we already have?

What resources do you need?

Tutorial Services Clerk - permanent part-time

$ Amount Requested

19,500

Resource Type

STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request for my area is Priority #:

Is this request

New

Mapping

<u>Administrative: Academic Affairs:</u> (.)

- CRC Rising Scholars- EMP Goal 3: Close all student equity gaps: .

CRC - Student Success Coach

Resource Year

2024 - 2027

What resources do we already have?

What resources do you need?

Student Success Coach

$ Amount Requested

153,300

Resource Type

STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

70% of incarcerated students in our partnership with the CRC Rising Scholars program are men of color. All incarcerated students are low-income and impacted by systemic barriers to educational opportunities. Many of these students earned their GEDs or HS diplomas while incarcerated. Current and former students report that the presence of face-to-face instruction in prison made them aware for the first time of their own capacity for school success and led to increased opportunities for employment and further education after parole. Although are currently offering over 100 face-to-face college courses at CRC, but we are not providing students with access to student support programs and services.

This request for my area is Priority #:

Is this request

New

Tutorial Service Clerk (.25) for Rising Scholars

Resource Year

2024 - 2027

What resources do we already have?

What resources do you need?

$ Amount Requested

19,509

Resource Type

STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request for my area is Priority #:

Is this request

Mapping

<u>Administrative: Academic Affairs:</u> (.)

- CRC Rising Scholars Partnerships- EMP Goal 6- Pursue, develop, and sustain collaborative partnerships.: .

- CRC Rising Scholars- EMP Goal 1: Expand College Access/Increase FTES: .
- CRC Rising Scholars- EMP Goal 3: Close all student equity gaps: .
- LIB & LRC - Library and LRC (Tutoring) Integration: .
- LIB & LRC - Library and LRC (Tutoring, WRC) Marketing and Promotion: .

Middle College / Dual Enrollment - Student Service Technician

Resource Year
2024 - 2027

What resources do we already have?
none

What resources do you need?
Student Service Technician

$ Amount Requested
134,500

Resource Type
STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
Previously used the Middle College grant funds to pay for 10 hours a week of support from a Student Services Technician. This person supported JFK students through the enrollment process. This funding ended Dec. 31, 2023, and now we don't have dedicated hours of support through the enrollment process.

This request for my area is Priority #:

Is this request
New

Mapping
Administrative: Academic Affairs: (.)

- Middle College HS- JFK- EMP Goal 1- Expand College access by increasing both headcount and full time equivalent students (FTES): .

VAPA Visiting Artists/Musicians

Resource Year
2024 - 2027

What resources do we already have?
We have limited budgets based on established program needs.

What resources do you need?
We have a need to provide student experiences outside the classroom and demonstrate professional practices that connect college classes to professional careers. These finds will support an Artist in Residence, Guest Artist Lectures/Talks, and performances by professional musicians.

$ Amount Requested
10,000

Resource Type
BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Reputable VAPA programs typically include an annual rotation of guest performances, lectures, artists in residence, etc. We have already started doing this with existing funds, but a modest increase in funds will go far. Although not specifically listed in our Strategic Planning, we know that connecting college classes and experiences to careers is critical for stduent retention, success and professional development.

2030 Goal 7: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.
Objective 7.5 Add capacity to existing disciplines with a demonstrated need.
2030 Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnerships
2025 Objective 6.5 Position the college's image and reputation as a leading academic institution in the region
Objective 6.7 Help establish a distinct regional identity, organization, and communication amongst our local communities
2025 Objective 6.8 Stimulate regional arts development

This request for my area is Priority #:

Is this request

Mapping
<u>Administrative: Academic Affairs:</u> (.)
- VAPA Expansion and Academic Support: .

CRC Rising Scholars-AA- FT Student Services Technician

Resource Year
2024 - 2027
What resources do we already have?
Student Services Technician- 15 hours a week, paid through Rising Scholars grant
What resources do you need?
FT (40 hours per week) Student Services Technician
$ Amount Requested
132,371
Resource Type
STAFF: Classified Professional, Confidential, Mgr
Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

EMP Goal 1- Expand College access by increasing both headcount and FTES

Norco College's Rising Scholars (RS) in-prison program at the California Rehabilitation Center (CRC) needs a full-time Student Services Technician to support our growing student population. We are currently serving approximately 500 RS students at the CRC, and we offer over 100 courses each academic school year (Summer, Fall, Winter, Spring) at the CRC. Because our RS students at the CRC, have no direct access to any aspects of the enrollment management process. The Student Services Technician serves as the liaison between our RS students at CRC and the college enrollment process. This person spends approximately 35% of their work time at the CRC. The Student Services Technician provides many vital services for our incarcerated RS at CRC:

 RS students have no access to the internet and are unable to apply to the college through CCC apply like general on-campus prospective students. All RS students at the CRC complete paper applications for admissions to Norco College. All of these applications are entered into the system and processed by the Student Services Technician.

RS students are also unable to register for classes on their own, so the Student Services Technician is responsible for working with the Norco College Counselor, faculty, and our educational partners at the CRC to register students into their courses and manage rosters throughout the semester.

RS students are also unable to request transcripts from other educational institutions they attended, so they work with the Student Services Technician to complete these requests on their behalf.

RS students don't have access to the online Promise Grant application, so the Student Services Technician is responsible for assisting RS students at CRC with completing this form and getting it processed.

The Student Services Technician also works with the Norco College Counselor, faculty, and the CRC educational partners to add and drop students throughout the semester.

This request for my area is Priority #:
1
Is this request
New

CRC Rising Scholars Partnership= FT Student Success Coach

Resource Year
2024 - 2027
What resources do we already have?
None
What resources do you need?
Full time Student Success Coach to support CRC RS students.

$ Amount Requested
147,591
Resource Type
STAFF: Classified Professional, Confidential, Mgr
Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

EMP Goal 3: Close all student equity gaps.

Need: FT Student Success Coach

Because CRC Rising Scholar students don't have access to campus resources and services, it's imperative that we close the equity gap in access by providing students with support programs and services.
70% of incarcerated students in Norco College's CRC Rising Scholars program are men of color. All incarcerated students are low-income and impacted by systemic barriers to educational opportunities. Many of these students earned their GEDs or HS diplomas while incarcerated. Current and former students report that the presence of face-to-face instruction in prison made them aware for the first time of their own capacity for school success and led to increased opportunities for employment and further education after parole. Although are currently offering over 100 face-to-face college courses at CRC, but we are not providing students with access to student support programs and services.

Norco College's Rising Scholars (RS) in-prison program at the California Rehabilitation Center (CRC) needs a full-time Student Success Coach. Because our RS students at CRC don't have access to on-campus resources (tutorial, DRC, etc), student support programming and services, and other vital resources, the Student Success Coach would spend approximately 70% of their weekly work time at the CRC supporting our incarcerated students in several fundamental ways.

Collaborate with our CRC educational partners, college support and academic services to maximize resources and services for our RS CRC students

Collaborate with stakeholders to develop and deliver workshops on topics designed to aid student success.

Monitor the academic progress and success of RS CRC students, and advocate and troubleshoot solutions for students facing obstacles to their academic progress.

Serve as a liaison between RS CRC students and faculty, counselors, and administrative staff.

Collaborate with CRC educational partners and external social services agencies to support RS CRC students as they transition back into their communities.
This request for my area is Priority #:
4
Is this request
New

CRC Rising Scholars Partnership- FT Counselor/Coordinator

Resource Year
2024 - 2027
What resources do we already have?
Counseling hours are currently being paid through the Rising Scholars grant and the COVID block grant
What resources do you need?
FT- Counselor/Coordinator
$ Amount Requested

Resource Type

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request for my area is Priority #:

Is this request

CRC Rising Scholars Partnership- FT Counselor/Coordinator

Resource Year
2024 - 2027

What resources do we already have?
Counseling hours currently being paid through Rising Scholars grant and COVID block grant

What resources do you need?
FT Counselor/Coordinator

$ Amount Requested
193,084

Resource Type
BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

EMP Goal 3: Close all student equity gaps. EMP Goal 1: Expand College access by increasing both headcount and FTES

Provide a full-time Counselor/Coordinator for Norco College's Rising Scholars program at CRC.

Ensure that all CRC Rising Scholar students have comprehensive educational plans. Counseling services are currently being paid using grant funding from COVID Block grant, and Rising Scholars grant.

Our marginalized Rising Scholar students at CRC, mostly men of color, don't have access to the counseling services that are provided in-person at Norco College or online. Counseling services must be brought into the prison. Our Rising Scholars program serves approximately 500 students, offering three ADT pathways, and offer over 100 in-person course per academic year. The CRC RS Counselor/Coordinator would spend the majority of their time at CRC working directly with RS students, and working with the Rising Scholars statewide network. The CRC RS Counselor Coordinator would provide the following vital services to our students:

Academic counseling - Nearly 80% of current CRC RS students previously attended other colleges. The counselor will have to work with Norco's Student Services Technician to request transcripts on behalf of our students. They would also need to support students with assessing, planning, and implementing their immediate and long-range academic goals.

Career counseling- CRC RS students all have a felony conviction in their backgrounds. These convictions comes with over 40,000 lifetime collateral consequences that could impact: employment, housing, licensing, educational opportunities, etc. The CRC RS counselor needs to be well versed in understanding this unique population and the barriers they will face with certain career fields. The Counselor will need to be able to assist in assessing aptitudes, abilities, and interests, and is able to advise students on current and future employment trends.

Personal counseling- Many CRC RS students have experienced various forms of trauma, and we need a RS Counselor that can provide trauma-informed support to assist students with personal, family, or other social concerns that are related to a students education.

Coordination- The Rising Scholars Network is statewide and involves coordination with over 90 CA community colleges. CRC RS program also has a transfer partnership with Pitzer Colleger (has been offering a BA degree in Organizational since 2020. More recently, the CRC RS counselor has been working with the University of California, Riverside (UCR) on a transfer partnership that will begin Fall 2024.

This request for my area is Priority #:
2
Is this request
New

JFK Middle College- Counselor/Coordinator

Resource Year
2024 - 2027
What resources do we already have?
Currently Counseling hours being paid through the COVID block grant

What resources do you need?
FT- Counselor Coordinator

$ Amount Requested
193,084

Resource Type
STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
EMP Goal 3: Close all student equity gaps/ EMP Goal 1: Expand College access by increasing both headcount and FTES

This request for my area is Priority #:
5

Is this request
New

Educational Partnerships- FT Administrative Assistant II- Dual Enrollment/CCAP, Middle College JFK, Rising Scholars

Resource Year
2024 - 2027

What resources do we already have?
Currently, The Administrative Assistant I for EDU partnerships works 32 hours per week. 19 hours are paid through the general fund, and 13 hours are being paid through the Rising Scholars Juvenile Justice grant. The level of support required for this position is that of a FT Administrative Assistant II.

What resources do you need?

Need

The level of Administrative assistance required for this position is an Administrative Assistant II. This position should be full-time.

This position supports all educational partnerships in many fundamental ways:

General

· Coordinates and schedules appointments and meetings, makes reservations, arranges travel, handles catering on and off campus, arranges events, provides information and instructions for faculty in both programs

· Submits Special Projects, Salary Budget Changes, reimbursement forms, monitors budget for departments and programs

· Orders technology, marketing materials

· Designs and distributes informational items for the department

· Runs Section Availability Reports for both departments

· Attends meetings and trainings provided by the district and college

Justice impacted-Rising Scholars – Prison Education Program

· Organizes events (CRC Graduation), designs Commencement program, orders regalia for graduation

· Developed and maintains an inventory of textbooks, supplies, and equipment for the program. Routinely goes to the Prison campus to review.

· Corresponds with faculty regarding classroom needs, Prison facility clearance and renewal forms, and equipment needs

· Orders books and supplies for the program, arranges transportation and security clearance of supplies to the prison campus, and distributes items to each class (42 classes for Spring 24)

· Attends the Rising Scholars Advisory Committee meetings and collaborates with the team

· Submits necessary documentation to CCCCO for textbook reimbursement, submits Donation Form information to the CDCR for approval to bring in items to the prison

Early College- CCAP/Dual Enrollment/ JFK Middle College

· Organizes events (Award / Freshman Orientation)

· Created Schedule of Classes, in collaboration with the department, that is posted on the college website

· Arranges the purchase of books for the program of which are charged to the department

· Corresponds with faculty regarding textbooks, reminders, and instructions regarding the program

$ Amount Requested
147,591

Resource Type
STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Educational Partnerships currently supports Norco College's JFK Middle College, CCAP Dual Enrollment, and programming for justice impacted students. During the 23-24 school year, these educational partnership programs generated nearly 900 FTES.
EMP Goal 1: Expand College Access by increasing headcount and FTES. EMP Goal 3: Close all student equity gaps.

Much of the front end support for these partnership programs is done by our Administrative Assistant I.

Currently, this position works 32 hours per week. 19 hours are paid through the general fund, and 13 hours are being paid through the Rising Scholars Juvenile Justice grant. The level of support required for this position is an Administrative Assistant II.

Need

The level of Administrative assistance required for this position is an Administrative Assistant II. This position should be full-time.

This position supports all educational partnerships in many fundamental ways:

General

· Coordinates and schedules appointments and meetings, makes reservations, arranges travel, handles catering on and off campus, arranges events, provides information and instructions for faculty in both programs

· Submits Special Projects, Salary Budget Changes, reimbursement forms, monitors budget for departments and programs

· Orders technology, marketing materials

· Designs and distributes informational items for the department

· Runs Section Availability Reports for both departments

· Attends meetings and trainings provided by the district and college

Justice impacted-Rising Scholars – Prison Education Program

· Organizes events (CRC Graduation), designs Commencement program, orders regalia for graduation

· Developed and maintains an inventory of textbooks, supplies, and equipment for the program. Routinely goes to the Prison campus to review.

· Corresponds with faculty regarding classroom needs, Prison facility clearance and renewal forms, and equipment needs

· Orders books and supplies for the program, arranges transportation and security clearance of supplies to the prison campus, and distributes items to each class (42 classes for Spring 24)

· Attends the Rising Scholars Advisory Committee meetings and collaborates with the team

· Submits necessary documentation to CCCCO for textbook reimbursement, submits Donation Form information to the CDCR for approval to bring in items to the prison

Early College- CCAP/Dual Enrollment/ JFK Middle College

· Organizes events (Award / Freshman Orientation)

· Created Schedule of Classes, in collaboration with the department, that is posted on the college website

· Arranges the purchase of books for the program of which are charged to the department

· Corresponds with faculty regarding textbooks, reminders, and instructions regarding the program

This request for my area is Priority #:
3

Is this request
New

2024 - 2027

Program Review Reflections

What would make program review meaningful and relevant for your unit?
What questions do we need to ask to understand your program plans, goals, needs?
What types of data do you need to support your program plans, goals, needs?
If there are any supporting documents you would like to attach, please attach them here.

Submission

All parts of my Program Review have been completed and it is ready for review.

Yes

Respiratory Therapy – Bachelor Degree

Inland Empire/Desert Region (Riverside and San Bernardino counties)

This workforce demand report uses state and federal job projection data developed before the economic impact of COVID-19. The COE is monitoring the situation and will provide more information as it becomes available. Please consult with local employers to understand their current employment needs.

Summary

- Community college respiratory care/therapy programs provide the knowledge, skills, and abilities that lead to the community college-level respiratory therapists occupation.

- Employment is expected to increase by 15% through 2025, with 131 job openings available annually over this period.

- This occupation's 10th percentile hourly earnings are $27.11 per hour, above the regional $24.36 per hour self-sustainable earnings standard for a single adult with one child.

- Regional community colleges have issued 52 awards annually in respiratory care/therapy programs over the last three academic years. Other postsecondary education providers in the region have issued 115 awards annually in respiratory care/therapy programs.

- The Centers of Excellence recommends expanding respiratory therapist programs. For more information, see the recommendation section.

Introduction

California Community College respiratory care/therapy (TOP 1210.00) programs prepare students for employment through instruction related to the clinical assistance in the diagnosis, treatment, and rehabilitation of acute and chronic respiratory disease, including pulmonary function, drug administration, mechanical ventilation, medical gas therapy, airway management, patient assessment, and assistance to the physician in carrying out special procedures, and as part of emergency and life-support team (Taxonomy of Programs, 2012). The knowledge, skills, and abilities trained by respiratory care/therapy programs lead to the respiratory therapist occupation.

Respiratory Therapists (SOC 29-1126)

Assess, treat, and care for patients with breathing disorders. Assume primary responsibility for all respiratory care modalities, including the supervision of respiratory therapy technicians. Initiate and conduct therapeutic procedures; maintain patient records; and select, assemble, check, and operate equipment.

Sample job titles: Cardiopulmonary Rehabilitation Respiratory Therapist, Certified Respiratory Therapist (CRT), Registered Respiratory Therapist (RRT), Respiratory Care Practitioner (RCP), Respiratory Therapist (RT), Staff Respiratory Therapist, Staff Therapist

Entry-Level Educational Requirement: Associate Degree

Work Experience Required: None

Typical On-The-Job Training: None

Incumbent workers with a Community College Award or Some Postsecondary Coursework: 65%

According to a nationwide survey of employers conducted by the Federal Bureau of Labor Statistics, the typical entry-level education of respiratory therapists is currently an associate degree. However, they acknowledge that employers may prefer candidates with a bachelor's degree (BLS, 2021). Licensing organizations for respiratory therapy have all taken a stance on respiratory therapists' entry-level educational requirements. The American Association for Respiratory Care (AARC) states, "Training and education for entry-to-practice as a respiratory therapist should be provided within programs awarding a bachelor's or master's degree in respiratory care (or equivalent degree titles), and all newly accredited respiratory care educational programs must award, as a minimum, the bachelor's degree in respiratory care (or equivalent degree title)" (AARC, 2015). Further, "The California Society for Respiratory Care endorses and supports bachelor's degree programs in respiratory care (or equivalent) for education and training as a minimum requirement for licensure beginning in 2030" (CSRC, 2021). This report provides an online job advertisement assessment to determine if the educational requirement for respiratory therapists is increasing and if earnings and skills differ between a bachelor's degree or an associate degree minimum educational requirements.

Job Counts and Projections

In 2020, there were 1,627 respiratory therapist jobs in the Inland Empire/Desert Region. Employment is projected to increase by 15% through 2025; 131 annual job openings are expected over this period. Exhibit 1 displays the job counts, five-year projected job growth, job openings, and the share of incumbent workers age 55 years and greater in the region.

Exhibit 1: Five-year projections, 2020-2025

| 2020 Jobs	2025 Jobs	5-Yr % Change (New Jobs)	5-Yr Openings (New + Replacement Jobs)	Annual Openings (New + Replacement Jobs)	% of workers age 55+
1,627	1,871	15%	653	131	22%

Source: Emsi 2021.4

Job Advertisements for Respiratory Therapists with Bachelor's Degrees

A search of online job advertisements (ads) over the last 12 months (December 2020 through November 2021) for respiratory therapist jobs was conducted to reveal the details about the employers seeking these workers, including the time it takes to fill positions, earnings information, in-demand skills and educational requirements. Over the previous 12 months, 151 job ads for respiratory therapists were posted in the region; however, only 11 of these regional job advertisements specifically stated a need for a bachelor's degree as a minimum education requirement. There are insufficient regional ads to reliably determine a trend in employer preferences for respiratory therapists with bachelor's degrees.

The search of job advertisements was expanded to the state level to provide more generalizable and reliable results. Exhibit 2 displays the change in job advertisements for respiratory therapists with bachelor's degrees over the last seven years, from 2011 to 2021 (year to date). In 2020, there were 236 job ads posted for respiratory therapists with bachelor's degrees in California. Job ads for bachelor's degree workers have increased dramatically since 2018. It should be noted that the number of job ads for respiratory therapists with an associate degree also increased over this time.

Exhibit 2 shows the number of job ads posted during the last 12 months in the region and the regional and statewide average time to fill this job. On average, regional employers in the region fill online job advertisements in 26 days, two days shorter than the statewide average time to fill. Time to fill information indicates that regional employers face similar challenges filling open positions as other employers in California.

Exhibit 2: Job advertisements for respiratory therapists with a minimum education requirement in California
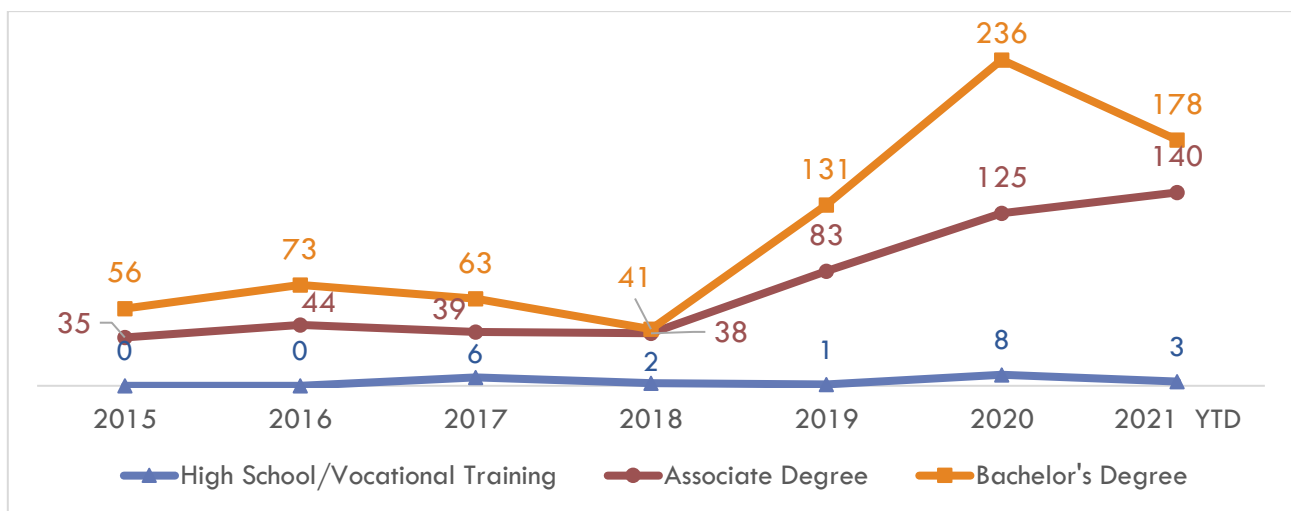
Source: Burning Glass – Labor Insights
*2021 Job advertisements include only display ads posted between January 2021 and October 2021

Earnings and Benefits

Community colleges should ensure their training programs lead to employment opportunities that provide self-sustainable income. The University of Washington estimates that a self-sufficient hourly rate for a single adult with one school-age child is $24.36 per hour or $51,452 annually in Riverside County; $23.73 per hour or $50,119 annually in San Bernardino County (Pearce, 2021). For this study, the higher hourly earnings requirement in Riverside County is adopted as the self-sufficiency standard for the two-county region.

Exhibit 3 displays the hourly earnings for respiratory therapists. The hourly earnings surpass the regional self-sufficiency standard at the 10th percentile, indicating that at least 90% of workers in the field earn a self-sustainable wage. The median hourly earnings is $36.40 per hour or $75,713.38 annually.

Exhibit 3: Regional hourly earnings by percentile

	Pct. 10 Hourly Earnings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings	Pct. 90 Hourly Earnings
Respiratory Therapists	$27.11	$30.70	$36.40	$44.73	$53.32

$24.36 Self-sufficiency Standard

— Respiratory Therapists — — Self-sufficiency Standard ($24.36)
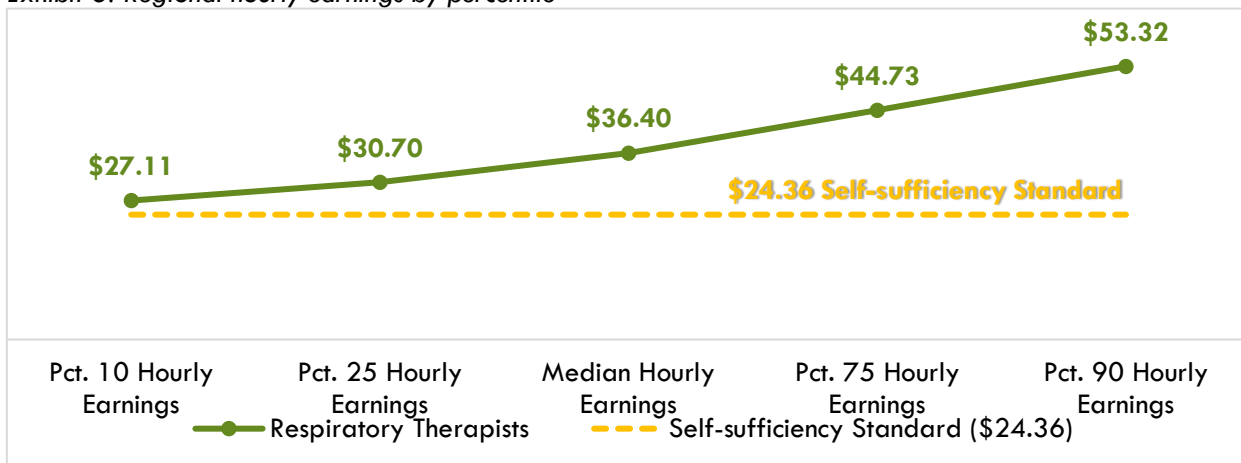
Source: Emsi 2021.3

According to the occupational guides developed by the California Labor Market Information Division, benefits for respiratory therapists generally include medical, dental, life, vision insurance, vacation, sick leave, holidays, and retirement plans (Detailed Occupational Guides, 2021).

Salary from Online Job Ads

Exhibit 4 displays online job ad salary data for respiratory therapists over the last 12 months in California. Online job advertisement market Salary provides insight into the likely salary of workers within a specific occupation and further detail on the impact of additional education on salary.

Online job ad salary information reveals that employers offer respiratory therapists a median salary of $61,300 to $62,700 annually, above the region's $51,452 annual ($24.36 hourly) self-sufficiency standard. The average median annual salary of jobs ads listing bachelor's degree as a minimum educational requirement was $1,400 higher than associate degree job ads. Additionally, the advertised salary range (25th and 75th quartile) for a bachelor's degree as a minimum education requirement was higher ($55,000 to

$68,700 annually) compared to an associate degree as a minimum education ($54,800 to $64,500 annually). This indicates that bachelor degree holders may have access to higher earnings throughout their careers. The salary figures are prorated to reflect full-time, annual earnings status.

Exhibit 4: Advertised salary information

Education	25th quartile	Median	75th quartile
Associate degree	$54,800	$61,300	$64,500
Bachelor's degree	$55,000	$62,700	$68,700

Source: Burning Glass – Labor Insights

Employers, Skills, Education, Work Experience, and Certifications

Looking at regional online job ads, Exhibit 5 displays the employers that posted five or more job ads for respiratory therapists over the last 12 months. Showing employer names provides some insight into where students may find employment after completing a program. Kindred Healthcare Incorporated, with locations in Rancho Cucamonga, Perris, Ontario, and Riverside, posted the most job ads in the region, followed closely by Loma Linda University Health. Employers marked with a star (*) indicated they were seeking a worker with a bachelor's degree in at least one of their job ads.

Exhibit 5: Employers posting the most job ads for respiratory therapists

Top Employers	Job Ads
Kindred Healthcare Incorporated	14
*Loma Linda University Health	12
*Tenet Health Systems	8
*Prime Healthcare Services	5
John F. Kennedy Memorial Hospital	5
Integrated Resources Incorporated	5
*County Riverside	5
Kaiser Permanente	4
*Eisenhower Health	4
*County of San Bernardino	4
All other employers	85
Total	**151**

Source: Burning Glass – Labor Insights

In descending order, exhibit 6 and 7 list the most frequently mentioned specialized and employability skills employers seek when looking for workers to fill respiratory therapist positions. Specialized skills are occupation-specific skills that employers request for industry or job competency. Employability skills are

foundational skills that transcend industries and occupations; this category is often referred to as "soft skills." The skills requested in job ads may be utilized to guide curriculum development. Exhibit 6 displays skills for employers seeking workers with a bachelor's degree as a minimum level of education, and Exhibit 7 lists associate degree or vocational training as a minimum level of education.

Exhibit 6: Sample of in-demand skills from employer job ads, bachelor's degree

Specialized skills (n=31)	Employability skills
• Respiratory Therapy • Advanced Cardiac Life Support (ACLS) • Critical Care • Life Support • Acute Care • Pediatric Advanced Life Support • Patient Care • Treatment Planning • Therapeutic Procedures • Neonatal Resuscitation	• Planning • Troubleshooting • Teamwork/Collaboration • English • Communication Skills • Writing • Preventive Maintenance • Detail-oriented

Source: Burning Glass – Labor Insights

Exhibit 7: Sample of in-demand skills from employer job ads, Associate degree or high school/vocational training

Specialized skills (n=36)	Employability skills
• Respiratory Therapy • Advanced Cardiac Life Support (ACLS) • Critical Care • Patient Care • Acute Care • Life Support • Pediatric Advanced Life Support • Treatment Planning • Therapy • Neonatal Resuscitation	• Planning • Troubleshooting • Teamwork/Collaboration • Communication Skills • Preventive Maintenance • English • Detail-oriented • Problem Solving

Source: Burning Glass – Labor Insights

Exhibit 8 and 9 display the certifications most frequently requested or required by employers in job ads for respiratory therapists in California over the last 12 months. The Respiratory Care Board of California (RCB) requires that prospective respiratory therapists hold a minimum of an associate degree from an approved respiratory care education program before examination through the National Board for Respiratory Care (NBRC) (RCB, 2021). For more information regarding respiratory therapy licensure, please visit the RCB website (RCB, 2021). For a complete list of approved training programs, please visit the RCB website (RCB, 2021a). Exhibit 8 displays certifications for employers seeking workers with a bachelor's degree as a minimum level of education, and Exhibit 8 lists associate degree or vocational training as a minimum level of education.

Exhibit 8: Certifications most frequently required by employers, bachelor's degree

Certification (n=133)	Job Ads
Respiratory Care Practitioner (RCP)	280
Advanced Cardiac Life Support (ACLS) Certification	239
Registered Respiratory Therapist	190
Neonatal Resuscitation Program (NRP)	155
Basic Life Saving (BLS)	135
American Heart Association Certification	93
Pediatric Advanced Life Support (PALS) Certification	61
Basic Cardiac Life Support Certification	45
Registered Pulmonary Function Technologist	42
Certified Respiratory Therapist	26

Source: Burning Glass – Labor Insights

Exhibit 8: Certifications most frequently required by employers, Associate degree or high school/vocational training

Certification (n=133)	Job Ads
Respiratory Care Practitioner (RCP)	233
Advanced Cardiac Life Support (ACLS) Certification	178
Registered Respiratory Therapist	176
Neonatal Resuscitation Program (NRP)	137
Basic Life Saving (BLS)	118
American Heart Association Certification	90
Pediatric Advanced Life Support (PALS) Certification	69
Driver's License	26
Certified Respiratory Therapist	25
First Aid Cpr Aed	19
Registered Pulmonary Function Technologist	15

Source: Burning Glass – Labor Insights

Student Completions and Programs Outcomes

Exhibit 12 displays completion data for respiratory care/therapy (TOP 1210.10) programs in the region. Over the last three academic years, from 2017 to 2020, regional colleges have issued 52 awards annually from state-approved respiratory care/therapy programs. The student completion and outcome methodology are available in the appendix.

Exhibit 12: 2017-20, Annual average community college awards for respiratory care/therapy programs in the Inland Empire/Desert Region

TOP 1210.00 – Respiratory Care/Therapy	Associate Degree	Certificate requiring 60+ semester units	Total CC Annual Average Awards, Academic Years 2017-20
Crafton Hills	29	-	29
Victor Valley	18	5	23
Total	**46**	**5**	**52**

Source: MIS Data Mart

California program outcome data may provide a useful insight into the likelihood of success for the proposed program. Community college student outcome information based on the selected TOP code and region is provided in Exhibit 13. The outcome methodology is available in the appendix section of this report.

Exhibit 13: 1210.00 – Respiratory care/therapy strong workforce program outcomes

Strong Workforce Program Metrics: 1210.00 – Respiratory Care/Therapy Academic Year 2018-19, unless noted otherwise	Inland Empire/Desert Region	California
Unduplicated count of enrolled students (2019-20)	205	2,475
Completed 9+ career education units in one year (2019-20)	50%	39%
Perkins Economically disadvantaged students	92%	86%
Students who attained a noncredit workforce milestone in a year (2019-20)	-	44%
Students who earned a degree, certificate, or attained apprenticeship (2019-20)	47	354
Transferred to a four-year institution (transfers)	-	83
Job closely related to the field of study (2017-18)	100%	99%
Median annual earnings (all exiters)	$47,504	$42,242
Median change in earnings (all exiters)	67%	33%
Attained a living wage (completers and skills-builders)	78%	58%

Sources: LaunchBoard Community College Pipeline and Strong Workforce Program Metrics

Exhibit 14 displays awards reported by other postsecondary education providers in respiratory care therapy/therapist (CIP 51.0908) programs. Completion data is compiled from the Integrated Postsecondary Education Data System (IPEDS) for the most recent three years available. On average, four other postsecondary education institutions in the region have issued 115 awards annually over the last three academic years from state-approved programs. Loma Linda University has the only accredited, bachelor's degree respiratory care therapy/therapist program in the region, according to the Commission on Accreditation for Respiratory Care (COARC, 2021). This program awarded an average of 10 bachelor's

degrees and three master's degrees over the last three academic years. Loma Linda's catalog indicates the tuition for their Respiratory Care—Bachelor of Science (traditional) program is $32,436 for year 1 (53 units) and $37,944 for year 2 (62 units) or $612 per unit (Loma Linda University, 2021).

Exhibit 14: Other postsecondary educational provider respiratory care therapy/therapist training programs, three-year annual average credentials in the region

51.0908 – Respiratory Care Therapy/Therapist	Associate Degree	Bachelor's Degree	Master's Degree	Other Educational Providers Annual Average Credentials, Academic Years 2016-19
American Career College-Ontario	36	-	-	36
Concorde Career College-San Bernardino	23	-	-	23
Loma Linda University	-	10	3	13
Platt College-Ontario	42	-	-	42
Total	**102**	**10**	**3**	**115**

Source: IPEDS

Recommendation

Community college respiratory care/therapy programs provide the knowledge, skills, and abilities that lead to the community college-level occupation, respiratory therapists. Employment for respiratory therapists is expected to increase by 15% through 2025, with 131 job openings expected annually. The 10th percentile hourly earnings ($27.11 per hour) for respiratory therapists surpass the region's self-sustainability rate ($24.36 per hour), indicating that at least 90% of workers in this occupation earn a self-sustainable wage.

Regional community college issued 52 awards in respiratory care/therapy (TOP 1210.00) programs over the last three academic years. Other postsecondary education providers in the region have issued 115 awards annually over the previous three academic years. Loma Linda University has the only accredited bachelor's degree respiratory care therapy/therapist program in the region, according to the Commission on Accreditation for Respiratory Care (COARC, 2021). This program awarded an average of 10 bachelor's degree and three master's degrees over the last three academic years. Loma Linda's 2021-22 catalog indicates the tuition for their Respiratory Care—Bachelor of Science (traditional) program is $32,436 for year 1 (53 units) and $37,944 for year 2 (62 units) or $612 per unit (Loma Linda University, 2021).

The Centers of Excellence recommends expanding current respiratory care/therapy programs to include a bachelor's degree award option. The regional annual job opening demand for more respiratory therapists is strong (131 annual job openings), and this occupation's hourly earnings exceed the region's self-sustainability

standard. The American Association for Respiratory Care (AARC) and the California Society for Respiratory Care recommend a bachelor's degree as a minimum licensing requirement for respiratory therapists beginning as early as 2030, and only one private college in the region currently offers a bachelor's degree respiratory care therapy/therapist program. There appears to be an opportunity to provide an affordable, community college respiratory care/therapy bachelor's degree program in the region to meet the increased educational requirement for licensing. Colleges considering respiratory care/therapy programs should partner with local employers to discuss their workforce hiring needs and training requirements to help students find gainful employment in this field.

Contact
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Centers of Excellence, Inland Empire/Desert Region
michael.goss@chaffey.edu
December 2021

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Appendix: Methodology

Exhibit 12 displays the average annual California Community College (CCC) awards conferred during the three academic years between 2017 and 2020 from the California Community Colleges Chancellor's Office Management Information Systems (MIS) Data Mart. Awards are the combined total of associate degrees and certificates issued during the timeframe, divided by three in this case to calculate an annual average. This is done to minimize the effect of atypical variation that might be present in a single year.

Community college student outcome information is from LaunchBoard and based on the selected TOP code and region. These metrics are based on records submitted to the California Community Colleges Chancellor's Office Management Information Systems (MIS) by community colleges, which come from self-reported student information from CCC Apply and the National Student Clearinghouse. Employment and earnings metrics are sourced from records provided by California's Employment Development Department's Unemployment Insurance database. When available, outcomes for completers are reported to demonstrate the impact that earning a degree or certificate can have on employment and earnings. For more information on the types of students included for each metric, please see the web link for LaunchBoard's Strong Workforce Program

Metrics Data Element Dictionary in the References section (LaunchBoard, 2021a). Finally, employment in a job closely related to the field of study comes from self-reported student responses on the CTE Employment Outcomes Survey (CTEOS), administered by Santa Rosa Junior College (LaunchBoard, 2021a).

Job advertisement data is limited to the information provided by employers and the ability of artificial intelligence search engines to identify this information. Additionally, preliminary calculations by Georgetown Center on Education and the Workforce found that "just 30 to 40 percent of openings for candidates with some college or an associate degree, and only 40 to 60 percent of openings for high school diploma holders appear online" (Carnevale et al., 2014). Online job advertisements often do not reveal the hiring intentions of employers; it is unknown if employers plan to hire one or multiple workers from a single online job ad, or if they are collecting resumes for future hiring needs. A closed job ad may not be the result of a hired worker.

Table 1. 2020 to 2025 job growth, wages, entry-level education, training, and work experience required for respiratory therapists in the Inland Empire/Desert Region (Riverside and San Bernardino counties combined)

Occupation (SOC)	2020 Jobs	5-Year Change (New Jobs)	5-Year % Change (New Jobs)	Annual Openings (New + Replacement Jobs)	Entry-Experienced Hourly Wage (10th to 90th percentile)	Median Hourly Wage (50th percentile)	Average Annual Earnings	Entry-Level Education & On-The-Job-Training	Work Experience Required
Respiratory Therapists (29-1126)	1,627	244	15%	131	$27.11 to $53.32	$36.40	$79,000	Associate degree & None	None

Source: Emsi 2021.4

550 Hospitality Lane, Suite 200
SAN BERNARDINO, CALIFORNIA, 92408

This agreement is made and entered into by and between the San Bernardino Community College hereinafter referred to as "DISTRICT", and **Riverside Community College District** on behalf of Norco College hereinafter referred to as "CONTRACTOR".

RECITALS

WHEREAS, the DISTRICT needs services in **the study and development of a plan to expand training programs in the health sectors at Norco College**; and,

WHERAS, the CONTRACTOR is professionally and specially trained and competent to provide these services; and,

WHEREAS, the authority for entering into this agreement is contained in Section 53060 of the Government Code and such other provisions of California Law as may be applicable,

NOW THEREFORE, the parties to this agreement do hereby mutually agree as follows:

AGREEMENT

1. **DESCRIPTION OF SERVICES:** SEE ATTACHMENT B

2. **TERM**

CONTRACTOR will commence work under this agreement on **April 17, 2023** and will diligently prosecute the work thereafter. CONTRACTOR will complete the work not later than **September 30, 2025**. CONTRACTOR shall not commence work until the DISTRICT'S Board has approved the Agreement.

3. **COMPENSATION**

In consideration for the services provided by CONTRACTOR, DISTRICT shall pay the CONTRACTOR within 60 days after receipt of approved invoice by accounts payable in accordance with the following:
   a. Contractor shall be paid per rate schedule (see Attachment A for rate)

   b. Billing CONTRACTOR shall invoice DISTRICT services rendered.

4.   TERMINATION

This agreement may be canceled by either party without cause by written notice and with fifteen (15) calendar days.

5.   RELATIONSHIP OF PARTIES

DISTRICT and CONTRACTOR herby agree and acknowledge that CONTRACTOR, in providing the services herein specified, is and at all times shall be acting as an independent contractor. As such, CONTRACTOR shall have the right to determine the time and the manner in which the contracted services are performed. DISTRICT shall not have the right to control or to determine the results to be attained by the work of CONTRACTOR, nor the details, methods, or means by which that result is to be attained. CONTRACTOR shall not be considered an agent or employee of DISTRICT and shall not be entitled to participate in any employee fringe benefits of DISTRICT. The relationship of the parties will be based on the IRS guidelines. The CONTRACTOR reserves the right to make the final determination as to the correct relationship of the parties.

6.   CONTRACTOR'S STATUS

CONTRACTOR expressly represents and covenants that they are duly licensed as maybe required under the relevant rules and regulations of the State of California and that services provided to the DISTRICT are provided pursuant to such rules and regulations.

7.   INSURANCE PROVISIONS

The CONTRACTOR and DISTRICT are self-insured public entities for purposes of professional liability, general liability, and Workers' Compensation. CONTRACTOR and DISTRICT warrants that through its program of self-insurance, it has adequate professional liability, general liability and Workers' Compensation to provide coverage for liabilities arising out of CONTRACTOR'S and DISTRICT'S performances under this agreement.

8.   CONTRACTOR shall maintain Insurance with limits of no less than as stated below and listed DISTRICT as additional insured:

General Liability shall have a limit no less than of $1,000,000 per occurrence for bodily injury, personal injury and property damage. If Commercial General Liability Insurance or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this project/location or the general aggregate limit shall be twice the required occurrence limit.

Automobile Liability shall have a limit no less than $1,000,000 per accident for bodily injury and property damage. The CONTRACTOR shall be endorsed as additional insured on the policy

Workers' Compensation shall have a limit no less that as required by the State of California. **Professional Liability** shall have a limit no less than $1,000,000 per occurrence

9.   HOLD HARMLESS

CONTRACTOR and DISTRICT both to agrees to defend, indemnify, save and hold each other, its officers, agents and employees harmless from any liability for any claims, accusations, or suits at law or in equity, or in any administrative proceeding, that may be brought by third persons on

account of personal injury, death, or damage to property, or a property of business or personal interest, or for any fine, forfeiture or civil penalty arising from any act or omission by either party, its officers, agents, or employees while performing operations under the Agreement.

10.   AMENDMENTS

This Agreement may be amended or modified only by written agreement signed by both parties. Failure on the part of either party to enforce any provision of this Agreement shall not be construed as a continuous waiver of the right to compel enforcement of such provision or provisions, nor shall such waiver be construed as a release of any surety from its obligations under this Agreement.

11.   ATTORNEY'S FEES

Should any party violate or breach any term or condition of this Agreement, any other party shall have, without limitation, the right to move for entry of judgment by a court of competent jurisdiction, to seek specific performance thereof, and otherwise exercise all remedies available to him, her or it under the law to obtain redress from injury or damage resulting from any such violation or breach. In any such legal
proceeding(s) brought to enforce the terms and conditions of this Agreement, the prevailing party shall be entitled to recover its reasonable attorney's fees and costs incurred as a consequence hereof.

12.   ENTIRE AGREEMENT

There are no understandings or agreements except as herein expressly stated. Any modifications must be in writing.

13.   INDEPENDENT CONTRACTOR

CONTRACTOR is an independent contractor and not an officer, agent, servant, or employee of DISTRICT. CONTRACTOR is solely responsible for the acts and omissions of its officers, agents, employees, contractors, and subgrantees, if any. Nothing in this Agreement shall be construed as creating a partnership or joint venture between CONTRACTOR and DISTRCT. Neither CONTRACTOR nor its officers, employees, agents, or subgrantees shall obtain any rights to retirement or other benefits that accrue to DISTRICT employees.

14.   LAW TO GOVERN: VENUE

The law of the State of California shall govern this Agreement. In the event of litigation between the parties, venue in state trial courts shall lie exclusively in the County of San Bernardino. In the event of litigation in a U.S. CONTRACTOR Court, exclusive venue shall lie in the Central CONTRACTOR of California.

15. NOTICES

All notices herein required shall be in writing and delivered in person or sent by certified mail, postage prepaid, addressed as follows:

IF TO DISTRICT

> ATTN: Business Services
> San Bernardino Community College District
> 550 E Hospitality Lane, Suite 200
> San Bernardino CA 92408
> 909-388-6912

IF TO CONTRACTOR

> Attn: Business Services
> Norco College
> 2001 Third Street
> Norco, CA 92860

16.   VALIDITY

If any terms, condition, provision, or covenant of this Agreement shall to any extent be judged invalid, unenforceable, void, or violable for any reason whatsoever by a court of competent jurisdiction, each and all remaining terms, conditions, promises and covenants of this Agreement shall be unaffected and shall be valid and enforceable to the fullest extent permitted by law.

17.   EXHIBIT, ADDENDUM AND/OR ATTACHEMENTS INCORPORATED

Exhibits, addendums and/or attached are hereto and incorporated into this Agreement by reference.

18.   ASSIGNMENT

This Agreement is neither assignable nor transferable by either party or by operation of law without the consent in writing of the other party. Consent by either party to one or more assignments or transfers shall not constitute consent to a subsequent assignment or transfer.

IN WITNESS WHEREOF, the parties hereto have executed this agreement.

_____ Date_____
DISTRICT SIGNATURE
Steven J Sutorus, Business Manager

_____ Date_____
CONTRACTOR SIGNATURE

Dr. Monica Green, President, Norco College

Name: Print or Type

Attachment A
Rate Schedule

Under the HRTP grant, the CONTRACTOR will a contractor to research program opportunities and develop a plan to expand health training programs at Norco College.

The CONTRACTOR, via Norco College, will perform a feasibility study and program exploration:

- Perform study
- Complete feasibility study
- Analyze results
- Decision reached on whether to proceed with program development

The CONTRACTOR, via Norco College, will perform a feasibility study and program exploration to determine whether to provide the following health courses:

- Respiratory Technician
- Medical Sonography
- Medical Assistant
- Physical Therapy Assistant
- Occupational Therapy Assistant
- Radiology Technician
- Surgical Technician
- Veterinary Technician
- Optician Technician
- Medical Billing/Coding

Total contract not to exceed $35,000.00

Invoices

The HRTP grant requires monthly invoicing and participant reporting. In addition, the grant requires quarterly narrative reporting. Payments will be made upon receipt of detailed invoices with deliverables outlined in exhibit B.

The first invoice for the month of April (4th to 30th) will be due on May 20th, 2023. DISTRICT will complete and submit the invoice in the Cal-E-Grants system. Any expenses incurred prior to April 4, 2023 cannot be billed to the grant. DISTRICT will require any expenses for billing be sent by COB on the 15th of each month.

Attachment B
SCOPE OF WORK/DELIVERABLES

Under the HRTP grant, the CONTRACTOR will develop new training programs in the health industry sectors.

FEASIBILITY STUDY

Under the HRTP grant, the CONTRACTOR will perform a feasibility study and develop new training programs in the health industry sectors.

The CONTRACTOR, via Norco College, will perform a feasibility study and program exploration:

- Perform study
- Complete feasibility study
- Analyze results
- Decision reached on whether to proceed with program development

The CONTRACTOR, via Norco College, will perform a feasibility study and program exploration to determine whether to provide the following health courses:

- Respiratory Technician
- Medical Sonography
- Medical Assistant
- Physical Therapy Assistant
- Occupational Therapy Assistant
- Radiology Technician
- Surgical Technician
- Veterinary Technician
- Optician Technician
- Medical Billing/Coding

TARGET POPULATIONS PROJECT WILL SERVE:

- English language learners
- Homeless and housing insecure
- Justice-involved
- People with disabilities
- Veterans
- Youth
- Indigenous communities
- Climate-impacted communities
- Immigrants/refugees
- Other target population(s) in geographic location(s) disproportionately impacted by COVID-19

TARGET REGIONAL NUMBERS FOR SERVICE AND PLACEMENTS

The CONTRACTOR will collect and track enrollment, completion, certificate and credential attainment, postsecondary, apprenticeship and employment placement, and advancement/promotion metrics.

The CONTRACTOR'S metrics will be collected quarterly and added to the regional numbers.

SERVICE:

PROGRAM	ENROLLED	COMPLETE	ATTAIN CERTIFICATE/CREDENTIAL
HEALTH	**828**	**662**	**395**

PLACEMENTS:

PROGRAM	POSTSECONDARY	APPRENTICESHIP	ADVANCEMENT/PROMOTION	EMPLOYMENT
HEALTH	**335**	**60**	**156**	**276**

GRANT REPORTING REQUIREMENTS

Progress Report (Quarterly Narrative Report)

The first Progress Report (Quarterly Narrative Report) for the first quarter will be due on July 15th, 2023. This will include activities April 4, 2023 - June 30, 2023. SBCCD will send out emails to gather this information from each program to complete and submit the Quarterly Narrative Reports in the Cal E-Grants system.

If the 15th falls on a weekend or holiday, the (invoice and narrative) are due the business day prior to the 15th.

Participant Data Collection

Participant data collection will be captured using the State Grant Data Capture Solution (SGDS). All participant data should be reported in the State Grant Data Capture Solution (SGDS) Excel workbook. The SGDS workbook and related resources can be found on the HRTP Grantee Portal, under the Reporting ribbon. The SGDS workbook must be completed with participant data and uploaded to the CWDB Secure Automated File Exchange (SAFE) website monthly **(by COB, on the 20ᵗʰ of each month)**.

*If your project will serve participants, your designee may electronically enter data in the SGDS, **-OR-** DISTRICT can develop an intake form for your use with the following required questions and you can send the forms to DISTRICT for input. A response for your desired method of data report is due to DISTRICTS's HRTP contact by April 30, 2023.

Intake

Participant information needed: ID number, SSN- if possible, legal First, middle and last name, date of birth, gender (male, female, non-binary, transgender) (may not self-identify), address include city and

zip, nationality, if a veteran, if have a disability, employment status (employed, not in labor force, or unemployed), income (need monthly income), household income from tax documents, household size, unemployment compensation (UC) eligible (claimant, exhaustee, neither claimant not exhaustee, or not self-identified), if long term unemployed for 27 consecutive weeks yes/or, school status (in school :secondary or less, alternative, postsecondary; not-in-school: secondary dropout, secondary graduate, compulsory school attendance age), if immigrant, receiving public assistance, exhausted TANF eligibility (yes, no, not applicable), foster care, homeless or runaway youth, if ex-offender, if low income, if English language learner, if basic skills deficient, if single parent, if displaced homemaker, if migrant/seasonal farmworker, their desired occupation, and their desired industry.

If received training (Classes)-

Training services provided: Student ID, SSN – if possible, training provider and course, training start and completion date, does training lead to state licensure, occupational certificate, or industry recognized certificate, OSHA included?, legal/workplace rights training?, English for non-native speakers training?, literacy or math skills training?, train the trainer training?, life skills training?, training status (Completed, in-progress, withdrew), and completion or withdrawn date.

If received career services-

Career services: student ID, SSN – if possible, name of org providing career services and type of service, start date, completion date, did they receive job assistance services and what, did they get internship or work experience, do they need financial literacy services or ESL. Career service status (completed, in-progress, or withdrew), date of completion or withdrawn, reason for withdrawing.

If received supportive services-

Supportive services: student ID, SSN – if possible, type of service (transportation, basic needs, education supplies, stipend).

Training outcomes: student ID, SSN- if possible, did they receive secondary school diploma, post-secondary certificate, associate, Bachelors or postgraduate; a certificate third party, apprenticeship, or licensure, date attained.

Employment outcomes: student ID, SSN- if possible, did they get post-employment and what occupation and industry, are they holding multiple jobs?
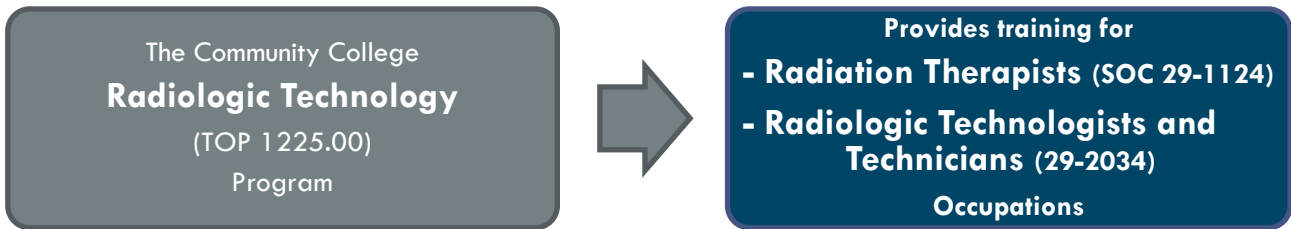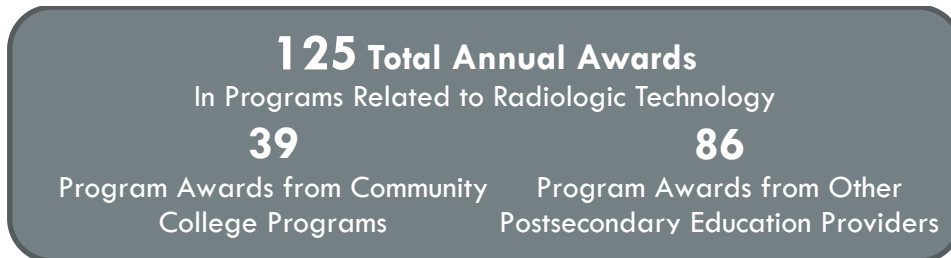
Radiologic Technology

Inland Empire/Desert Region (Riverside and San Bernardino counties)

This workforce demand report uses state and federal job projection data developed before the economic impact of COVID-19. The COE is monitoring the situation and will provide more information as it becomes available. Please consult with local employers to understand their current employment needs.

Summary

The Community College
Radiologic Technology
(TOP 1225.00)
Program

Provides training for
- **Radiation Therapists** (SOC 29-1124)
- **Radiologic Technologists and Technicians** (29-2034)
Occupations

Over the next five years (2020-2025), radiologic technology employment is projected to

Increase Employment
12%

168
Annual Job Openings

10th Percentile Hourly Wages
$26.61 – $34.72
above the $24.36 hourly Self-sustainability Standard

125 Total Annual Awards
In Programs Related to Radiologic Technology

39
Program Awards from Community College Programs

86
Program Awards from Other Postsecondary Education Providers

The Inland Empire/Desert Centers of Excellence
👍 **Recommends**
Radiologic Technology Program Expansion
to meet the need for more workers in the region

Introduction

California Community College radiologic technology (TOP 1225.00) programs prepare students for employment through the instruction of the principles and techniques used in diagnostic radiography. These programs include radiographic techniques, radiation protection, equipment maintenance, film processing, and

darkroom techniques (Taxonomy of Programs, 2012). The knowledge, skills, and abilities trained by radiologic technology programs lead to the following occupations:

- Radiation Therapists (SOC 29-1124)
- Radiologic Technologists and Technicians (29-2034)

Job Counts and Projections

In 2020, there were 1,764 radiologic technology jobs in the Inland Empire/Desert Region. Employment for this occupational group is expected to grow by 12% through 2025. Over this period, 168 annual job openings are projected for the radiologic technology occupational group. Exhibit 1 displays the job counts, five-year projected job growth, job openings, and the share of incumbent workers age 55 years and greater in the region.

Exhibit 1: Inland Empire/Desert five-year projections, 2020-2025

Occupation	2020 Jobs	2025 Jobs	5-Yr % Change (New Jobs)	5-Yr Openings (New + Replacement Jobs)	Annual Openings (New + Replacement Jobs)	% of workers age 55+
Radiologic Technologists and Technicians	1,667	1,856	11%	798	160	19%
Radiation Therapists	97	111	15%	41	8	12%
Total	**1,764**	**1,968**	**12%**	**839**	**168**	**19%**

Source: Emsi 2022.1

An online job advertisement search for radiologic technology jobs was conducted to reveal the details about the employers seeking these workers, including the time it takes to fill positions, earnings information, and in-demand skills. Over the previous 12 months, there were only 42 advertisements posted for radiation therapists in the local region. To ensure there were sufficient advertisements to obtain reliable advertisement information, the job search for this occupation was expanded to include all advertisements posted in California over the last 12 months.

Exhibit 2 shows the number of job ads posted during the last 12 months and the regional and statewide average time to fill this job. On average, regional employers spent 35 days filling online job advertisements, while employers throughout the state spent 32 days. Time to fill information reveals that regional employers likely face similar challenges filling open positions as other employers in California.

Exhibit 2: Job ads and time to fill

| Occupation	Job Ads	Regional Average Time to Fill (Days)	Statewide Average Time to Fill (Days)
Radiologic Technologists and Technicians	572	35	32
Radiation Therapists*	463	-	32
Total	**1,035**	**35**	**32**

Source: Burning Glass – Labor Insights
*California job advertisements

Earnings and Benefits

Community colleges should ensure their training programs lead to employment opportunities that provide self-sustainable income. The University of Washington estimates that a self-sufficient hourly rate for a single adult with one school-age child is $24.36 per hour or $51,452 annually in Riverside County; $23.73 per hour or $50,119 annually in San Bernardino County (Pearce, 2021). For this study, the higher hourly earnings requirement in Riverside County is adopted as the self-sufficiency standard for the two-county region.

The 10th percentile hourly earnings for the radiologic technology occupational group are above the regional self-sufficiency rate, indicating that at least 90% of workers in the region earn a self-sustainable wage. Exhibit 3 displays the hourly earnings for the radiologic technology occupational group in the Inland Empire/Desert Region.

Exhibit 3: Hourly earnings by percentile
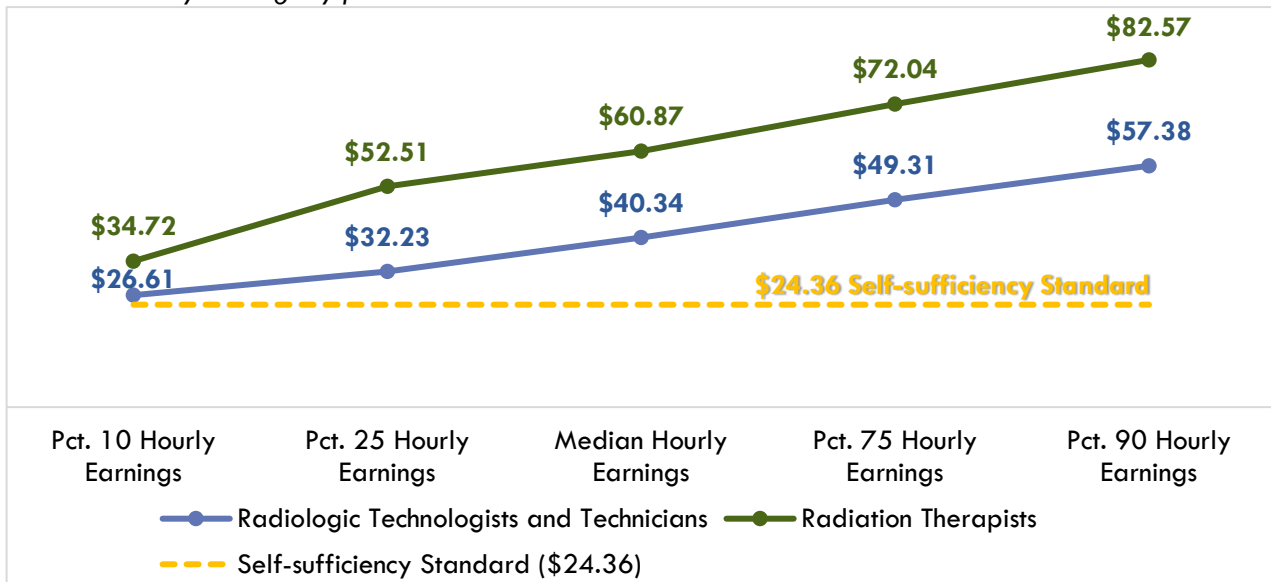
Source: Emsi 2022.1

Benefits information, provided by the occupational guides developed by the California Labor Market Information Division, indicates that the radiologic technology occupational group usually has medical, dental,

life, and vision insurance and vacation, sick leave, and retirement plans. Some radiologic technology employers offer sign-on bonuses (Detailed Occupational Guides, 2022).

Advertised Salary from Online Job Ads

Exhibit 4 displays online job ad salary data for the radiologic technology occupational group over the last 12 months. Online job ad salary information reveals that employers are willing to pay the radiologic technology occupational group a median annual salary between $73,000 and $115,000, well above the region's $51,452 annual ($24.36 hourly) self-sufficiency standard. Consider the salary information with caution since only 13% (133 out of 1,035) of online job advertisements for this occupation provided salary information. The salary figures are prorated to reflect full-time, annual earnings status.

Exhibit 4: Advertised salary information

Occupation	Real-Time Salary Information					Median Annual Salary
	Number of job ads	Less than $35,000	$35,000 to $49,999	$50,000 to $74,999	More than $75,000	
Radiologic Technologists and Technicians	67	12%	9%	33%	46%	$73,000
Radiation Therapists*	66	6%	0%	11%	83%	$115,000

Source: Burning Glass – Labor Insights
*California job advertisements

Employers, Skills, Education, and Work Experience

Exhibit 5 displays the employers who posted the most job ads for the radiologic technology occupational group over the last 12 months. Showing employer names provides insight into where students may find employment after completing a program. RadNet, a radiology firm that operates outpatient diagnostic imaging centers, posted 23% of the region's total radiologic technology occupational group jobs ads over the previous 12 months.

Exhibit 5: Employers posting the most job ads for radiologic technology occupational group

Occupations	Employers	
Radiologic Technologists and Technicians *(n=572)*	• RadNet • Concentra • Loma Linda University Health • Healthcare Traveler Allied Health	• Kaiser Permanente • Riverside Community Hospital • St. Bernardine Medical Center • Chino Valley Medical Center • Carbon Health
Radiation Therapists* *(n=463)*	• 21st Century Oncology • Soliant Health • Dignity Health • Sutter Health	• City of Hope • University of Southern California • Kaiser Permanente • Epic Care

Source: Burning Glass – Labor Insights
*California job advertisements

Exhibit 6 lists a sample of specialized and employability skills employers' seek when looking for workers to fill radiologic technology positions. Specialized skills are occupation-specific skills that employers request for industry or job competency. Employability skills are foundational skills that transcend industries and occupations; this category is often referred to as "soft skills." The skills requested in job ads may be utilized to guide curriculum development.

Exhibit 6: Sample of in-demand skills from employer job ads

Occupation	Specialized skills	Employability skills
Radiologic Technologists and Technicians *(n=547)*	• Radiology • X-Rays • Diagnostic Imaging • Mammography • Patient Monitoring	• Communication Skills • Teamwork/Collaboration • Research • Building Effective Relationships • Detail-Oriented
Radiation Therapists* *(n=416)*	• Radiation Oncology • Treatment Planning • Medical Dosimetry • Cancer Knowledge • Patient Treatment	• Communication Skills • Planning • Physical Abilities • Teamwork/Collaboration • Problem Solving

Source: Burning Glass – Labor Insights
*California job advertisements

According to the Bureau of Labor Statistics, between 43% and 68% of incumbent workers in this field hold a community college-level of educational attainment; "some college, no degree" and an "associate degree." Most job advertisements (98%) for radiologic technologists and technicians sought candidates with an associate degree. In comparison, most employers (80%) posting job advertisements for radiation therapists sought individuals with a bachelor's degree. Exhibit 7 displays the typical entry-level education, educational attainment, and minimum advertised education requirements for the radiologic technology occupational group.

Exhibit 7: Typical entry-level education, educational attainment, and minimum advertised education requirements

Occupation	Typical Entry-Level Education Requirement	CC-Level Educational Attainment*	Number of Job Ads	Real-Time Minimum Advertised Education Requirement		
				High school or vocational training	Associate degree	Bachelor's degree or higher
Radiologic Technologists and Technicians	Associate degree	68%	357	-	98%	2%
Radiation Therapists**	Associate degree	43%	178	-	20%	80%

Source: Emsi 2022.1, Burning Glass – Labor Insights
*Percentage of incumbent workers with a Community College Award or Some Postsecondary Coursework
**California job advertisements

Exhibit 8 displays the work experience typically required and the real-time work experience requirements from employer job ads for the radiologic technology occupational group. Most employers sought candidates with zero to two years of work experience.

Exhibit 8: Work experience required and real-time work experience requirements

Occupation	Work Experience Typically Required	Number of job ads	Real-Time Work Experience		
			0 – 2 years	3 – 5 years	6+ years
Radiologic Technologists and Technicians	None	300	84%	12%	4%
Radiation Therapists*	None	285	68%	29%	3%

Source: Emsi 2022.1, Burning Glass – Labor Insights
*California job advertisements

Certifications

Job advertisements reveal that employers value the Certified Radiologic Technologist (CRT) license issued by the California Department of Public Health Radiologic Health Branch (CDPH-RHB). To obtain the CRT license, individuals must either possess a certificate from a CDPH-RB approved California Radiologic Technology School or possess a current American Registry of Radiologic Technologists credential (License Description, 2022). The American Registry of Radiologic Technologists (ARRT) offers 15 credentials related to CRT specialty areas. Each specialty credential requires the same ethics and examination requirement, which must be completed before earning the ARRT certification (ARRT, 2022). For more information regarding ARRT credentials, please visit the ARRT website (ARRT, 2022). Exhibit 9 displays the most frequently requested certifications by employers in job advertisements.

Exhibit 9: Certifications most frequently required by employers

Occupation	Certification
Radiologic Technologists and Technicians *(n=462)*	• American Registry of Radiologic Technologists (ARRT) • Basic Life Support (BLS) • California Certified Radiologic Technologist (CRT)
Radiation Therapists *(n=378)*	• American Registry of Radiologic Technologists (ARRT) • Basic Life Support (BLS) • California Certified Radiologic Technologist (CRT)

Source: Burning Glass – Labor Insights

Student Completions and Programs Outcomes

Exhibit 10 displays student completions for radiologic technology (TOP 1225.00) programs over the last three academic years. In the previous three academic years, regional community colleges have issued 39 awards annually in California Department of Public Health – Radiologic Health Branch approved radiologic technology programs. Program completion and student outcome methodologies are found in the appendix.

Exhibit 10: 2017-20, Annual average community college awards for radiologic technology programs in the region

TOP 1225.00 – Radiologic Technology	Academic Year 2017-18	Academic Year 2018-19	Academic Year 2019-20	Total CC Annual Average Awards, Academic Years 2017-20
Chaffey				
Associate Degree	23	25	22	23
Crafton Hills*				
Associate Degree	8	8	8	8
Certificate 60+ units	8	8	7	8
Total	**39**	**41**	**37**	**39**

Source: MIS Data Mart
*Crafton Hills College's program is sponsored by the Arrowhead Regional Medical Center, which is a state-approved CRT education provider

California program outcome data may provide a useful insight into the likelihood of success for the proposed program. Community college student outcome information based on the selected TOP code and region is provided in Exhibit 11. The outcome methodology is available in the appendix section of this report.

Exhibit 11: 1225.00 – Radiologic technology strong workforce program outcomes

Strong Workforce Program Metrics: 1225.00 – Radiologic Technology Academic Year 2018-19, unless noted otherwise	Inland Empire/Desert Region	California
Unduplicated count of enrolled students (2019-20)	199	3,268
Completed 9+ career education units in one year (2019-20)	41%	43%
Perkins Economically disadvantaged students	91%	87%
Students who attained a noncredit workforce milestone in a year (2019-20)	58%	45%
Students who earned a degree, certificate, or attained apprenticeship (2019-20)	30	428
Transferred to a four-year institution (transfers)	-	46
Job closely related to the field of study (2017-18)	86%	88%
Median annual earnings (all exiters)	$58,858	$60,228
Median change in earnings (all exiters)	96%	65%
Attained a living wage (completers and skills-builders)	73%	71%

Sources: LaunchBoard Community College Pipeline and Strong Workforce Program Metrics

Exhibit 12 displays awards reported by other postsecondary education providers in medical radiologic technology/science – radiation therapist (CIP 51.0907) programs. Completion data is compiled from the Integrated Postsecondary Education Data System (IPEDS) for the most recent three years available. On average, two other postsecondary education institutions in the region have issued 37 awards annually over the last three academic years from California Department of Public Health – Radiologic Health Branch approved programs.

Exhibit 12: Other educational providers medical radiologic technology/science – radiation therapist training programs, three-year annual average credentials in the Inland Empire/Desert Region

51.0907 – Medical Radiologic Technology/Science – Radiation Therapist	Academic Year 2016-17	Academic Year 2017-18	Academic Year 2018-19	Other Educational Providers Annual Average Credentials, Academic Years 2016-19
California Baptist University				
Bachelor's Degree	0	0	0	0
Loma Linda University				
Award 1<2 academic years	6	0	0	2
Associate Degree	32	33	33	33
Bachelor's Degree	0	2	5	2
Total	**38**	**35**	**38**	**37**

Source: IPEDS

Exhibit 13 displays awards reported by other postsecondary education providers in radiologic technology/science – radiographer (CIP 51.0911) programs. On average, two other postsecondary education institutions in the region have issued 49 awards annually over the last three academic years from California Department of Public Health – Radiologic Health Branch approved programs.

Exhibit 13: Other educational providers radiologic technology/science - radiographer training programs, three-year annual average credentials in the Inland Empire/Desert Region

51.0911 – Radiologic Technology/Science - Radiographer	Academic Year 2016-17	Academic Year 2017-18	Academic Year 2018-19	Other Educational Providers Annual Average Credentials, Academic Years 2016-19
American Career College-Ontario				
Associate Degree	19	38	41	33
Loma Linda University				
Bachelor's Degree	14	18	11	14
Master's Degree or Higher	3	1	1	2
Total	**36**	**57**	**53**	**49**

Source: IPEDS

Recommendation

Community college radiologic technology (1225.00) programs provide the knowledge, skills, and abilities that prepare students for employment as radiologic technologists and technicians, and radiation therapists. Employment for the radiologic technology occupational group is expected to increase by 12% through 2025, with 168 job openings expected annually. Most job openings will be for the radiologic technologists and technicians occupations, while relatively few openings are expected for radiation therapists. While the radiation therapist typically requires an associate degree to enter employment, most employers (80%) sought a candidate with a bachelor's degree in online job ads. The hourly earnings for this occupational group are above the regional self-sufficiency standard at the 10th percentile, indicating that at least the top 90% of workers earn a self-sustainable wage.

Regional community colleges have issued 39 awards annually over the last three academic years in radiologic technology programs (TOP 1225.00). Other postsecondary education providers in the region issued 86 total awards annually across two related radiologic technology programs over the last three academic years. Combined, regional education providers issued approximately 125 awards annually.

The Centers of Excellence recommends expanding radiologic technology programs to meet regional demand for the radiologic technology occupational group. Colleges considering this program should partner with applicable employers to document their demand for the radiologic technology occupational group and the skills needed for students to earn self-sustainable earnings after exiting the program.

Contact
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& Paul Vaccher
Centers of Excellence, Inland Empire/Desert Region
michael.goss@chaffey.edu
March 2022

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Appendix: Occupation definitions, sample job titles, five-year projections, and earnings for radiologic technology occupations

Occupation Definitions (SOC code), Education and Training Requirement, Community College Education Attainment

Radiation Therapists (29-1124)

Provide radiation therapy to patients as prescribed by a radiation oncologist according to established practices and standards. Duties may include reviewing prescription and diagnosis; acting as liaison with physician and supportive care personnel; preparing equipment, such as immobilization, treatment, and protection devices; and maintaining records, reports, and files. May assist in dosimetry procedures and tumor localization.

Sample job titles: Computed Tomography Simulation Therapist (CT Simulation Therapist), Dosimetrist, Medical Dosimetrist, Radiation Therapist (RT), Radiation Therapy Technologist (RTT), Registered Radiation Therapist, Staff Radiation Therapist

Entry-Level Educational Requirement: Associate degree
Work Experience Required: None
Training Requirement: None
Incumbent workers with a Community College Award or Some Postsecondary Coursework: 43%

Radiologic Technologists and Technicians (29-2034)

Take x-rays and CAT scans or administer nonradioactive materials into patient's bloodstream for diagnostic or research purposes. Includes radiologic technologists and technicians who specialize in other scanning modalities.

Sample job titles: Computed Tomography Technologist (CT Technologist), Mammographer, Radiographer, Radiological Technologist, Radiology Technician (Radiology Tech), Radiology Technologist, Registered Radiographer, X-Ray Technician (X-Ray Tech), X-Ray Technologist (X-Ray Tech)

Entry-Level Educational Requirement: Associate degree
Work Experience Required: None
Training Requirement: None
Incumbent workers with a Community College Award or Some Postsecondary Coursework: 68%

Appendix: Methodology

Exhibit 10 displays the average annual California Community College (CCC) awards conferred during the three academic years between 2017 and 2020 from the California Community Colleges Chancellor's Office Management Information Systems (MIS) Data Mart. Awards are the combined total of associate degrees and certificates issued during the timeframe, divided by three in this case to calculate an annual average. This is done to minimize the effect of atypical variation that might be present in a single year.

Community college student outcome information is from LaunchBoard and based on the selected TOP code and region. These metrics are based on records submitted to the California Community Colleges Chancellor's Office Management Information Systems (MIS) by community colleges, which come from self-reported student information from CCC Apply and the National Student Clearinghouse. Employment and earnings metrics are sourced from records provided by California's Employment Development Department's Unemployment Insurance database. When available, outcomes for completers are reported to demonstrate the impact that earning a degree or certificate can have on employment and earnings. For more information on the types of students included for each metric, please see the web link for LaunchBoard's Strong Workforce Program Metrics Data Element Dictionary in the References section (LaunchBoard, 2021a). Finally, employment in a job closely related to the field of study comes from self-reported student responses on the CTE Employment Outcomes Survey (CTEOS), administered by Santa Rosa Junior College (LaunchBoard, 2021a).

Job advertisement data is limited to the information provided by employers and the ability of artificial intelligence search engines to identify this information. Additionally, preliminary calculations by Georgetown Center on Education and the Workforce found that "just 30 to 40 percent of openings for candidates with some college or an associate degree, and only 40 to 60 percent of openings for high school diploma holders appear online" (Carnevale et al., 2014). Online job advertisements often do not reveal employers' hiring intentions; it is unknown if employers plan to hire one or multiple workers from a single online job ad or if they are collecting resumes for future hiring needs. A closed job ad may not be the result of a hired worker.

Table 1. 2020 to 2025 job growth, wages, entry-level education, training, and work experience required for the radiologic technology occupational group in the Inland Empire/Desert Region (Riverside and San Bernardino counties combined)
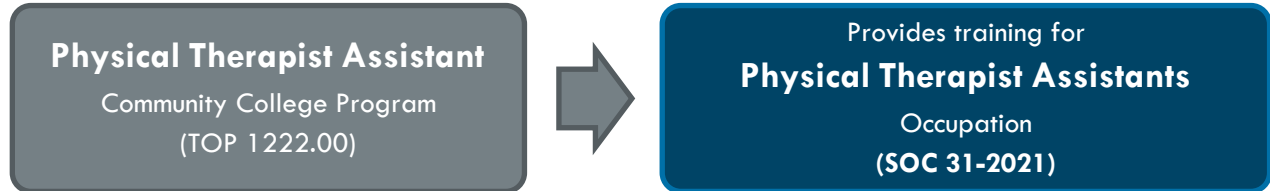
Occupation (SOC)	2020 Jobs	5-Year Change (New Jobs)	5-Year % Change (New Jobs)	Annual Openings (New + Replacement Jobs)	Entry-Experienced Hourly Wage (10th to 90th percentile)	Median Hourly Wage (50th percentile)	Average Annual Earnings	Entry-Level Education & On-The-Job-Training	Work Experience Required
Radiologic Technologists and Technicians (29-2034)	1,667	189	11%	160	$26.61 to $57.38	$40.34	$84,900	Associate degree & None	None
Radiation Therapists (29-1124)	97	15	15%	8	$34.72 to $82.57	$60.87	$123,600	Associate degree & None	None
Total	**1,764**	**203**	**12%**	**168**	-	-	-	-	-

Source: Emsi 2022.1

Physical Therapist Assistants

Inland Empire/Desert Region (Riverside and San Bernardino counties)

Summary

Physical Therapist Assistant
Community College Program
(TOP 1222.00)

Provides training for
Physical Therapist Assistants
Occupation
(SOC 31-2021)

Over the next five years (2021-2026), employment for physical therapist assistants is projected to

Increase Employment by
24%

136
Annual Job Openings

10th Percentile Hourly Earnings
$23.32
Above the $21.82 Hourly Living Wage Standard

48 **Total Annual Awards**
In Physical Therapist Assistant Programs

0
Program Awards from Community College Programs

48
Program Awards from Other Postsecondary Education Providers

The Inland Empire/Desert Centers of Excellence
👍 **Recommends**
Physical Therapist Assistant Program Expansion
to meet the need for more workers in the region

Introduction

California Community College physical therapist assistant programs (TOP 1222.00) prepare students for employment through instruction related to the principles and procedures used to assist a physical therapist in implementing a prescribed plan of therapy for a patient, including patient instruction and administration of treatments (Taxonomy of Programs, 2012). The knowledge, skills, and abilities trained by physical therapist assistant programs lead to employment as a physical therapist assistant.

Physical Therapist Assistants (31-2021)

Assist physical therapists in providing physical therapy treatments and procedures. May, in accordance with state laws, assist in the development of treatment plans, carry out routine functions, document the progress of treatment, and modify specific treatments in accordance with patient status and within the scope of treatment plans established by a physical therapist. Generally requires formal training.

Sample job titles: Certified Physical Therapist Assistant (CPTA), Home Care Physical Therapy Assistant, Home Health Physical Therapist Assistant, Licensed Physical Therapist Assistant (LPTA), Licensed Physical Therapy Assistant, Outpatient Physical Therapist Assistant, Per Diem Physical Therapist Assistant (Per Diem PTA), Physical Therapist Assistant (PTA), Physical Therapy Assistant (PTA)

Entry-Level Educational Requirement: Associate degree
Training Requirement: None
Work Experience: None
Incumbent workers with a Community College Award or Some Postsecondary Coursework: 61%

Job Counts and Projections

In 2021, there were 680 physical therapist assistant jobs in the region. Regional employment for this occupation is projected to increase by 24% through 2026; 136 job openings are projected annually. Exhibit 1 displays the job counts, five-year projected job growth, job openings, and the share of incumbent workers aged 55 years and greater in the region.

Exhibit 1. Five-year projections for physical therapist assistants, Inland Empire/Desert Region, 2021-2026

Occupation	2021 Jobs	2026 Jobs	5-Yr % Change	5-Yr Openings (New + Replacement Jobs)	Annual Openings (New + Replacement Jobs)	% of workers age 55+
Physical Therapist Assistants	680	844	24%	682	136	12%

Source: Lightcast 2023.1

An online job ad search for physical therapist assistant jobs was conducted to reveal the employers seeking these workers, including the time it takes to fill positions, earnings information, and in-demand skills. Exhibit 2 shows the number of job ads posted in the region over the last 12 months, from February 2022 through January 2023.

On average, regional employers kept online job ads for physical therapist assistants open for 23 days. The average regional online job is open for 28 days, indicating that it may be easier for employers to fill physical therapist assistant jobs than other jobs.

Exhibit 2. Job ads and posting duration, Inland Empire/Desert Region, February 2022 through January 2023

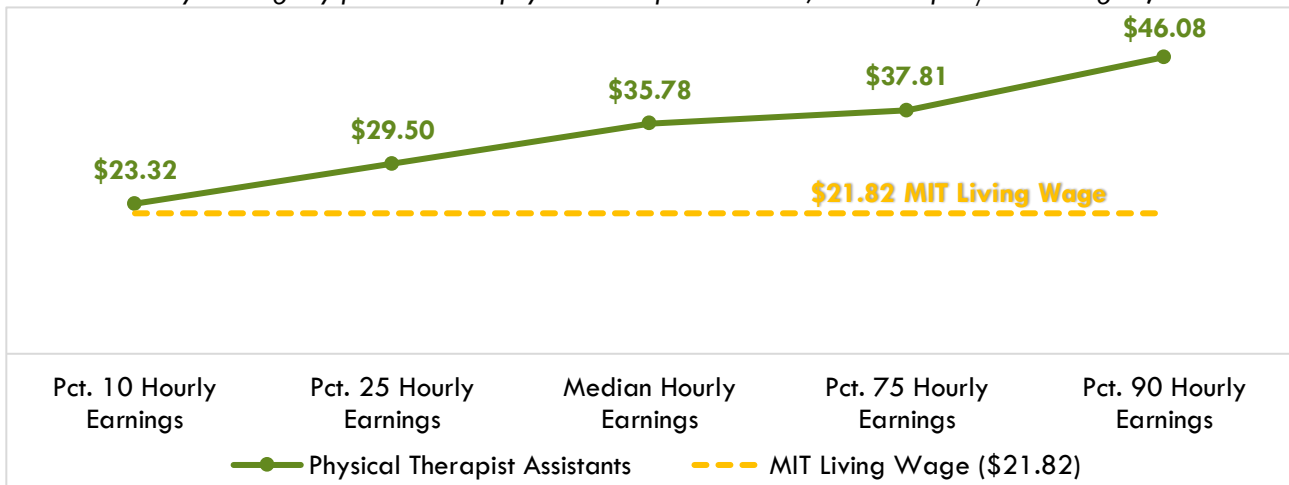| Occupation	Job Ads	Median Posting Duration (Days)
Physical Therapist Assistants	174	23

Source: Lightcast 2023.1

Earnings and Benefits

Community colleges should ensure their training programs lead to employment opportunities that provide a living wage. The MIT living wage calculator estimates that an individual must earn $21.82 per hour or $45,386 annually to be self-sufficient in California (Glasmeier, 2022).

Exhibit 3 displays the hourly earnings for physical therapist assistants. The 10th percentile hourly earnings for physical therapist assistants are above the living wage standard, indicating that at least the top 90% of workers earn a living wage.

Exhibit 3. Hourly earnings by percentile for physical therapist assistants, Inland Empire/Desert Region, 2021

|	Pct. 10 Hourly Earnings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings	Pct. 90 Hourly Earnings
Physical Therapist Assistants	$23.32	$29.50	$35.78	$37.81	$46.08

$21.82 MIT Living Wage

Source: Lightcast 2023.1

Advertised Salary from Online Job Ads

Exhibit 4 displays the regional online advertised salaries for physical therapist assistants over the last 12 months. Online job ad salary information reveals that employers are willing to pay physical therapist assistants an annual salary of $68,869 or $33.11 per hour, above the region's $21.82 hourly living wage standard. Consider the salary information with caution since only 18% (31 of 174) of online job ads for this occupation provided salary information.

Exhibit 4. Online advertised salaries for physical therapist assistants, Inland Empire/Desert Region, February 2022 through January 2023
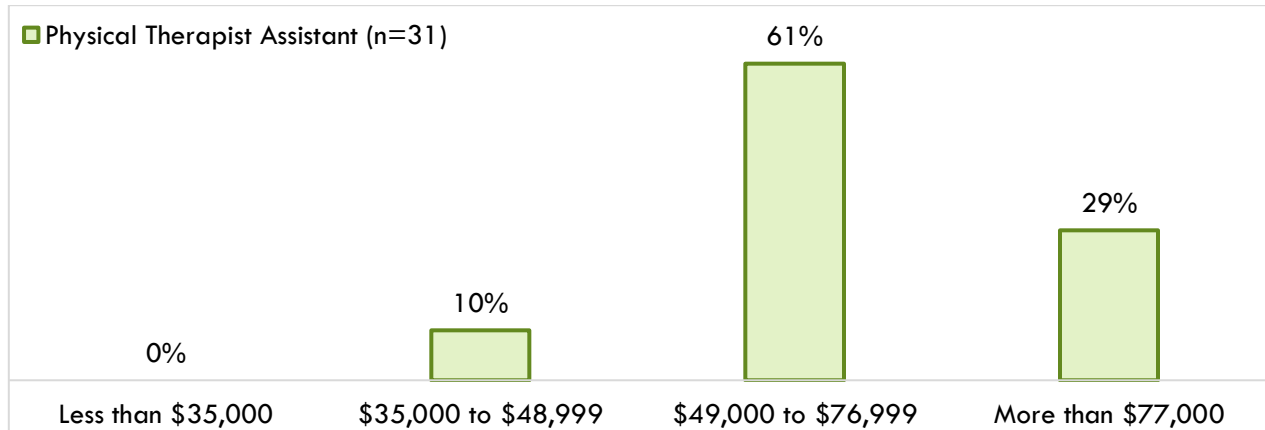
Source: Lightcast 2023.1

Job Titles, Employers, Skills, Education, and Work Experience

Exhibit 5 displays the job titles most frequently used in job ads for physical therapist assistants during the last 12 months. Displaying advertised job titles may provide insight into the types of positions sought by employers posting ads. The most frequently requested job title in the region was physical therapy/therapist assistant.

Exhibit 5. Job titles most frequently used in physical therapist assistant job ads, Inland Empire/Desert Region, February 2022 through January 2023

Job Titles	Unique Job Ads
Physical Therapy Assistants	94
Physical Therapist Assistants	72
Home Health Physical Therapy Assistants	6
Pediatric Physical Therapists Assistants	1
Hospital Physical Therapists Assistants	1

Source: Lightcast 2023.1

Exhibit 6 displays the employers posting the most job ads for physical therapist assistants during the last 12 months. Showing employer names provides insight into where students may find employment after completing a program. Kindred Hospitals posted the most job ads for physical therapist assistants in the region.

Exhibit 6. Employers posting the most job ads for physical therapist assistants, Inland Empire/Desert Region, February 2022 through January 2023

Top Employer	Unique Job Ads
Kindred Hospitals	32
Loma Linda University	22
Prime Healthcare Services	10
Rancho Physical Therapy	10
Encompass Health	6

Source: Lightcast 2023.1

Exhibit 7 lists a sample of specialized and employability skills employers seek when seeking workers to fill physical therapist assistant positions. Specialized skills are occupation-specific skills that employers request for industry or job competency. Common skills are foundational skills that transcend industries and occupations; this category is often referred to as "soft skills." The skills requested in job ads may be utilized to guide curriculum development.

Exhibit 7. Sample of in-demand skills from employer job ads, Inland Empire/Desert Region, February 2022 through January 2023

Specialized skills	Common skills
• Rehabilitation • Medical Records • Patient Assistance • Treatment Planning • Exercise Therapy • Functional Training	• Communication Skills • Scheduling • Detail-Oriented • Compassion • Computer Literacy • English

Source: Lightcast 2023.1

Exhibit 8 displays the minimum advertised education requirements for physical therapist assistants. According to the Bureau of Labor Statistics, 61% of incumbent workers in this field hold a community college-level of educational attainment; "some college, no degree," and an "associate degree." Most employers listing a minimum education level requested a candidate with at least an associate degree.

Exhibit 8. Minimum advertised education requirements, Inland Empire/Desert Region, February 2022 through January 2023

	Physical Therapist Assistant (n=174)
High school or GED	7%
Associate degree	93%
Bachelor's degree	0%
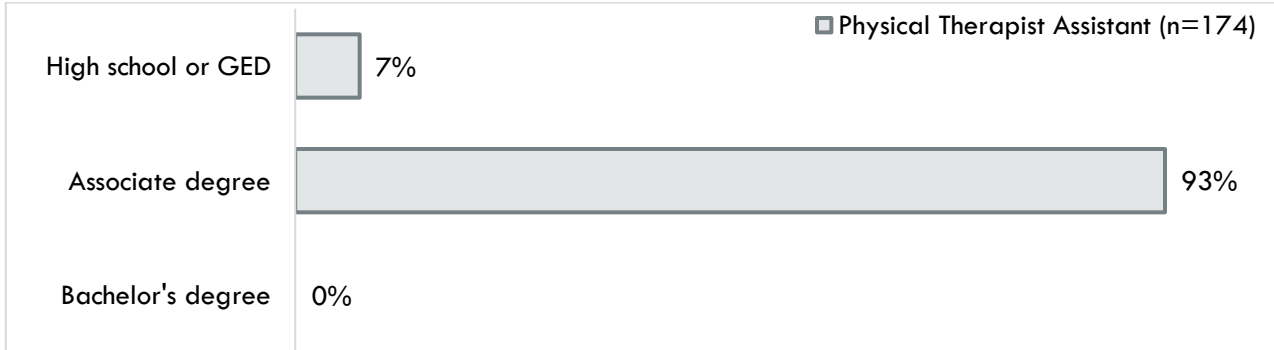
Source: Lightcast 2023.1

Exhibit 9 displays the work experience typically required from employer job ads for physical therapist assistants. Approximately 92% of job ads with experience requirements sought a candidate with zero to one year of previous work experience.

Exhibit 9. Real-time work experience requirements, Inland Empire/Desert Region, February 2022 through January 2023

	Physical Therapist Assistant (n=61)	
0 to 1 year	2 to 3 years	4+ years
92%	8%	0%
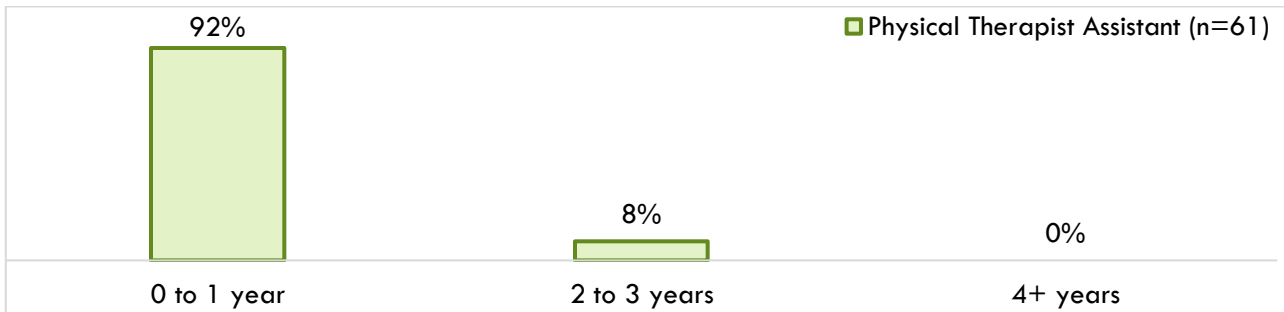
Source: Lightcast 2023.1

Certifications

Exhibit 10 displays the most frequently requested certifications by employers in job ads. Half of employer job ads sought candidates with a cardiopulmonary resuscitation (CPR) certification. Approximately 29% of employer job ads sought candidates with the Basic Life Support (BLS) certification from the American Heart Association (AHA), which prepares individuals to recognize emergencies and respond with the necessary care (AHA, 2023). For more information regarding the BLS certification, please visit the AHA website. The Physical Therapist Assistant License, issued by the California Department of Consumer Affairs Physical Therapy Board of California (PTCB), was included in more than 21% of employer job ads. Individuals seeking licensure must complete the National Physical Therapist Assistant Examination and complete the requisite training and experience requirements (PTCB, 2023). For more information regarding physical therapist assistant licensure, please visit the PTCB website.

Exhibit 10: Certifications most frequently required by employers, Inland Empire/Desert Region, February 2022 through January 2023

Certification	Jobs Ads
Cardiopulmonary Resuscitation (CPR) Certification	87
Basic Life Support (BLS) Certification	51
Physical Therapy Assistant License	37

Source: Lightcast 2023.1

Student Completions and Programs Outcomes

Exhibit 11 displays student completions for physical therapist assistant (TOP 1222.00) programs over the last three academic years (2019-22). College of the Desert is the only regional community college offering a physical therapist assistant program. Over the last three academic years, the College of the Desert has not issued awards in its physical therapist assistant program. Program completion and student outcome methodologies are found in the appendix.

Exhibit 11. Annual average community college awards for physical therapist assistant programs, Inland Empire/Desert Region, Academic Years 2019-2022

TOP 1222.00 – Physical Therapist Assistant (Local Program Title)	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22	Total CC Annual Average Awards, Academic Years 2019-22
College of the Desert (Physical Therapist Assistant)				**0**
Associate Degree	0	0	0	0
Total	**0**	**0**	**0**	**0**

Source: MIS Data Mart, COCI

California program outcome data may provide useful insight into the likelihood of success for the proposed program. Community college student outcome information based on the selected TOP code and region is provided in Exhibit 12.

Exhibit 12. 1222.00 – Physical therapist assistant strong workforce program outcomes, Inland Empire/Desert Region, Academic Year 2019-2020 (Unless Noted)

Strong Workforce Program Metrics: 1222.00 – Physical Therapist Assistant	Inland Empire/Desert Region	California
Unduplicated count of enrolled students (2020-21)	14	803
Completed 9+ career education units in one year (2020-21)	-	36%
Students who attained a noncredit workforce milestone in a year (2020-21)	-	40%
Students who earned a degree, certificate, or attained apprenticeship (2020-21)	-	147
Transferred to a four-year institution (transfers)	-	19
Job closely related to the field of study (2018-19)	-	94%
Median annual earnings (all exiters)	-	$33,102
Median change in earnings (all exiters)	-	46%
Attained a living wage (completers and skills-builders)	-	52%

Sources: LaunchBoard Community College Pipeline and Strong Workforce Program Metrics

Exhibit 13 displays awards for other postsecondary education providers reported in physical therapy assistant (CIP 51.0806) programs. Completion data is compiled from the Integrated Postsecondary Education Data System (IPEDS) for the most recent three years. Three other regional postsecondary education providers issued 48 awards annually over the last three academic years.

Exhibit 13. Other educational providers physical therapy assistant training programs, three-year annual average credentials, Inland Empire/Desert Region, Academic Years 2017-2020

51.0806 – Physical Therapy Assistant	Academic Year 2017-18	Academic Year 2018-19	Academic Year 2019-20	Other Educational Providers Annual Average Credentials, 2017-2020
California Baptist University				**3**
Associate Degree	0	0	9	3
Loma Linda University				**44**
Associate Degree	38	51	42	44
Summit College				**1**
Award < 1 academic year	0	4	0	1
Total	**38**	**55**	**51**	**48**

Source: IPEDS

Summary of Findings

The knowledge, skills, and abilities trained by physical therapist assistant (TOP 1222.00) programs prepare students for employment as physical therapist assistants. Physical therapist assistants are projected to have 136 annual job openings and increase employment by 24% over the next five years in the Inland Empire/Desert Region. The 10th percentile hourly earnings for physical therapist assistants are above the living wage standard, indicating that at least the top 90% of workers earn a living wage. Online job ad salary information reveals that employers are willing to pay physical therapist assistants an annual salary of $68,869 or $33.11 per hour, above the region's $21.82 hourly living wage standard.

Over the last three academic years, regional community colleges have not issued awards in physical therapist assistant programs. Three other postsecondary education institutions in the region have issued 48 awards annually in physical therapy assistant (CIP 51.0806) programs.

The Centers of Excellence recommends expanding physical therapist assistant programs due to the increasing regional demand for physical therapist assistants. Colleges considering this program should partner with relevant employers and confirm the skills needed for students to obtain employment shortly after exiting the program.

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February 2023

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Appendix: Methodology

Exhibit 11 displays the average annual California Community College (CCC) awards conferred during the three academic years between 2019 and 2022 from the California Community Colleges Chancellor's Office Management Information Systems (MIS) Data Mart. Awards are the combined total of associate degrees and certificates issued during the timeframe, divided by three in this case to calculate an annual average. This is done to minimize the effect of atypical variations that might be present in a single year.

Community college student outcome information is from LaunchBoard and based on the selected TOP code and region. These metrics are based on records submitted to the California Community Colleges Chancellor's Office Management Information Systems (MIS) by community colleges, which come from self-reported student information from CCC Apply and the National Student Clearinghouse. Employment and earnings metrics are sourced from California's Employment Development Department's Unemployment Insurance database. When available, outcomes for completers are reported to demonstrate the impact that earning a degree or certificate can have on employment and earnings. For more information on the types of students included for each metric, please see the web link for LaunchBoard's Strong Workforce Program Metrics Data Element Dictionary in the References section (LaunchBoard, 2023a). Finally, employment in a job closely related to the field of study comes from self-reported student responses on the CTE Employment Outcomes Survey (CTEOS) administered by Santa Rosa Junior College (LaunchBoard, 2023a).

Job ad data is limited to the information provided by employers and the ability of artificial intelligence search engines to identify this information. Additionally, preliminary calculations by Georgetown Center on Education and the Workforce found that "just 30 to 40 percent of openings for candidates with some college or an associate degree, and only 40 to 60 percent of openings for high school diploma holders appear online" (Carnevale et al., 2014). Online job ads often do not reveal employers' hiring intentions; it is unknown if employers plan to hire one or multiple workers from a single online job ad or collect resumes for future hiring needs. A closed job ad may not be the result of a hired worker.

Table 1. 2021 to 2026 job growth, wages, entry-level education, training, and work experience required for physical therapist assistants in the Inland Empire/Desert Region (Riverside and San Bernardino Counties combined)

Occupation	2021 Jobs	5-Year Change	5-Year % Change	Annual Openings (New + Replacement Jobs)	Entry-Experienced Hourly Wage (10th to 90th percentile)	Median Hourly Wage (50th percentile)	Average Annual Earnings	Entry-Level Education & On-The-Job-Training	Work Experience Required
Physical Therapist Assistants (31-2021)	680	163	24%	136	$23.32 to $46.08	$35.78	$70,600	Associate degree & None	None

Source: Lightcast 2023.1