



## PROFESSIONAL DEVELOPMENT

### *Resource Request Analysis*

Academic Year 2024-2025

#### **Input Into the Plan**

These professional development goals were determined by a combination of requests in unit, section, and division plans; strategic goals and institutional priorities; federal and state legislative mandates; and direct feedback from staff, faculty, and management representatives on the Professional Development Committee.

In 2022, KCCD opted into the Vision Resource Center as an all-in-one professional development clearinghouse. During the upcoming year, the college will continue to review the features of this platform to determine how it can best be used by the college and its stakeholders, including access to thousands of recorded and live webinars, seminars, and other professional development activities, as well as creation of playlists and curation of PD activities for specific purposes.

#### **2024-25 Professional Development Threads**

##### ***Enhance cultural sensitivity strategies for front line staff and culturally responsive teaching and learning for faculty***

Continuation of a multi-year thread. With the Chancellor's Office committing to narrowing equity gaps with the goal of completely eliminating achievement gaps for historically underperforming students within 10 years, training in this area has been and continues to be a high priority for the system and the college.

This concentration is tied directly to the college's 2021-2024 Strategic Plan, the college's 2022-2025 Student Equity and Achievement Program plan, KCCD's 2022-2024 strategic plan addendum, and the CCCCO's Vision for Success. Equity considerations are also a major component of guided pathways, particularly ensuring that that faculty and staff critically

examine their role in advancing equity-minded teaching and customer service practices at the college.

Planned activities related to this professional development may involve Faculty Flex Events, lunch-n-learns, guest speakers, and possible train-the-trainer attendance at a dedicated equity conference or a conference with an equity emphasis. In addition, online providers such as the Vision Resource Center, Lynda.com, and the CA Perkins Joint Special Populations Advisory Committee offer free and for-cost webinars. Student Equity and Achievement, Guided Pathways, and Strong Work Force grants are possible alternative sources of funding. Speaker fees - **\$5,000**. Webinar and other conference registrations, train-the-trainer registrations and travel - **\$10,000**.

### ***Enrich on-ground and online teaching strategies with a special focus on adjunct professional development***

Continuation of a multi-year thread. A perennial high-ranked request in faculty PD needs assessment is learning more about teaching strategies that work. The college has long focused on improving the ways it engages, nurtures, focuses, directs, values, and connects to students. In addition, it is important and necessary to get adjuncts involved in this conversation, as adjuncts account for over 60% of the credit instruction at the college.

This thread directly addresses the college's 2021-2024 Strategic Plan, the KCCCD 2022-2024 Strategic Plan Addendum, any number of the CCCCCO's Vision for Success goals in completion; and such college and state initiatives as Strong Work Force and AB705 and AB1705 implementation. Most particularly, it directly addresses Pillar 4 of the Guided Pathways approach, Ensuring Learning, with its focus on hands-on, active, and other experiential learning opportunities.

Planned activities related to this professional development may involve Faculty Flex Events, lunch-n-learns, guest speakers, and possible train-the-trainer attendance at a dedicated equity conference or a conference with an equity emphasis. The committee would like to see a lot more innovative faculty-to-faculty activity in this area such as teaching rounds, book clubs, or inquiry groups. In addition, online providers such as the Vision Resource Center, Lynda.com, and the CA Perkins Joint Special Populations Advisory Committee offer free and for-cost webinars. Guided Pathways, Student Equity and Achievement, and Strong Work Force grants are possible sources of funding to help with these activities. Stipends for peer-to-peer sharing of effective teaching strategies - **\$5,000**. Adjunct faculty stipends to attend flex days - **\$10,000**. Travel for fall flex - **\$10,000**.

### ***Increase Awareness of Generative Artificial Intelligence Across the Curriculum and Across the College***

New stand-alone thread this year. With the rapid developments and recent public release of artificial intelligence (AI) language models, this committee considers training related to the role of AI in higher education to be significant to college faculty and staff, particularly in the areas of detecting AI-generated text in assignments, incorporating AI language models in curriculum development, and utilizing AI to improve workplace efficiency.

Training on AI may take the form of activities held at Faculty Flex Events, lunch-n-learns, presentations to administrative cabinet or staff of operational units, train-the-trainer training, and attendance at conferences that focus on AI in higher education. Guided Pathways, Student Equity and Achievement, and Strong Work Force grants are possible sources of funding to offset the costs of these activities, as well as operational unit budgets. Faculty Flex Stipends - **\$2,000**.

### ***Develop and deepen the awareness of education as care work***

New combined thread this year. Physical and mental well-being is integral to education—both for those on the receiving end and for those on the giving end. This thread combines previous PD initiatives and themes that the college has been working on: basic needs and mental health focused on students together with workplace well-being focused on faculty. We are all this together!

Activities include guest speakers, lunch-n-learns, presentations at classified PD day, faculty flex days, and administrative retreats. The Vision Resource Center and LinkedIn Learning provide online workplace well-being training free of charge. Guest speaker in one of topics mentioned above - **\$3,000**.

### ***Other College Initiatives***

The Professional Development Committee also supports initiatives in particular units, sections, and divisions that do not rise to the level of all-college threads, including:

- Continued training around accessibility
- Continued training around AB1705 implementation and equitable placement strategies
- Continued awareness and adoption of open educational resources (OER's), including the possibility of applying for a Z-degree grant
- Continued training/retraining of online instructors
- Continued training/retraining of incarcerated student education instructors
- Unit-specific professional development such as ACCESS technical training, mandated licensure training, coaching development, training on compliance and legal updates, individual skill attainment, and attendance at professional conferences that will increase student success, close achievement gaps, and help the college better address its mission and meet its strategic plan goals.

### **Total amount requested - \$45,000**

- Faculty stipends (1419) - **\$17,000**
- Guest Lecturers (5151) - **\$8,000**
- Travel (5220) - **\$20,000**



# Annual Resource Plan

## 2022 - 2023 Academic Year

### Information Technology

#### Academic Affairs

East Kern – **REPEAT** from 2021-2022 section plan – **WALL MOUNTED TELEVISION** at the Tehachapi Campus. **Justification**- Provides the ability to connect, direct and engage with student via technology on an ongoing basis. **NOTE**: ALL other campuses except at the Tehachapi campus has this useful communication item. – **Supported we have the TV and the player just waiting for location and power. – No new costs**

KRV – None

**Institutional Research** – The Office of Institutional Research currently employs three (2) data analytics softwares: SPSS and SurveyMonkey. Both will require periodic updates and troubleshooting that will require direct IT support fix. The current three (3) SPSS licenses and CCCC SurveyMonkey account requires annual renewals, which is also facilitated through the IT Department. – **Currently funded in IR department budget and IT will provide staff support as needed to apply updates.**

#### Distance Education

Blackboard Ally (\$5,400), an accessibility checker that gives faculty insight into the overall accessibility of their Canvas content and suggests solutions to resolve accessibility issues in their Canvas pages, Microsoft documents, and PDFs. Additionally, the tool acts as a screen reader and generates an alternative format for the disabled.

Labster (\$6,000), a virtual lab and science simulation tool. The department is requesting this tool if science faculty recommends the purchase.

VisibleBody (\$4,000), a virtual anatomy educational tool. The department is requesting this tool if science faculty recommends the purchase.

Pronto, an instant messaging tool to help faculty and students connect informally or formally via chat and video. The messaging tool is accessible by mobile or desktop, making it convenient for student engagement and interaction with faculty and classmates.



Respondus (\$2,200), a lockdown browser tool that is used in proctoring online exams. The department is requesting this tool if faculty recommends the purchase of an online proctoring tool after the feasibility study.

Perusall (\$5,000), a tool that allows students and faculty to annotate assigned readings and engage the reading material in a style akin to social media posting. The department is requesting this tool if faculty recommends its purchase after the English department has piloted it for a semester. – **All supported and currently in the Distance Education budget worksheet, no impact to IT budget.**

**CTE - None**

**CIS Business – None**

**Allied Health – None**

**Industrial Arts - None**

**Letters and Science**

**LAC – Hybrid tutoring space (much like the ZIPDD classroom cart setup) – Supported and will request HEERF funds.**

**Kinesiology – None**

**Library – Eight new library laptops with webcams and two boom mics for video production – Not supported in the division plan**

**Visual and Performing Arts – Upgrade computer in WW101 to ensure compatibility with Adobe Creative Suite and install Adobe Creative suite. – Supported and addressed in this years hardware replacement plan**

**Install screen and projector system in ceramics lab – Not supported in the division plan**

**Student computer workstations (2 each) in 3 lab spaces at IWV – Supported on alternative funding in the division plan, would recommend laptops estimated cost of \$6,000.00**

**Science - Software to support biology classes. Labster and Visible Body have become integrated as powerful learning tools in the biology classes - Supported, however Visible Body may not be able to be renewed due to user license agreement language. Cost for both software applications \$10,000.00**

**Eastern Sierra College Center Campus**

**ESCC – None**



**Total Academic Division budget impact - \$16,000.00**

## **Student Services**

**ACCESS** – None

**Admissions and Records** – Parchment as a vendor – **Already completed**

**Athletics** – IT support/need:

- WiFi capability at softball/soccer field
- 3 video camera capability for game streaming
- 3 Laptops to support events
  - Stat keeping
  - Event audio
  - Streaming software

**Supported and will be the list is being addressed as part of the measure J bond project.**

**Child Development Center** – None

**Counseling** – District IT support for Navigate/Banner integration and Navigate one-click registration.

**Equity** – None

**Financial Aid** - Establish Campus Logic processes - **Supported, cost is unknown due to the scope of the project and banner integration requirements.**

**Student Activities/Govt./Outreach** – Continued support of services as Outreach events continue both on campus and online each semester.

**Total Student Services Division budget impact - \$0.00 at this time pending the time line and scope of Campus Logic forms**

## **Administrative Services**

**Safety and Security** - Speakers to the communal areas for the Mitel phone messaging capabilities. This is a need that has been previously identified and was planned to be implemented based on the districtwide implementation of the new system, which has been delayed at a district level. - **Supported, the quote to do the IWV, Bishop and Mammoth campus is \$69,537.71**

**Maintenance and Operations** - Requesting eight surface go tablets with keyboard case. This will give all M&O employees access to the campus network, their school



dudes, and campus applications throughout their workday. Traditional computers do not do them any good, as they are moving around the campus all day long. – **Supported and funded already with HEERF funds**

Total Administrative Services Division budget impact - **\$69,537.71**

## **President's Office**

**Public Information Office – None**

**Information Technology Department – None**

## **Summary**

All the requests from either the unit plans or the division plans are in line with either goal one or goal three of the current Information Technology Program review. The focus of these two goals is to improve student learning with standardized technology-enabled classrooms, and to build and maintain core services that aid with fulfilling the mission of the College. In addition to the requests identified in the above resource plan, there are requests for funding for campus technology in the Information Technology Annual Unit Plan, these requests include replacing the edge switches at all sites at a cost of \$172,000.00, however this will be removed as this item was addressed in the current academic year. The last request is from year 5 of the hardware replacement plan. The fifth year of the plan replaces 126 open lab and instructional computers at IWV, Bishop and Mammoth for an estimated total cost of \$153,720.00. However, because we are replacing classified staff desktops with laptops will be able to reallocate a large number of those desktops to the labs as they are only two or three years old. We should be able to reduce the cost of the replacements down to **\$100,000.00**

**Total budget impact for Technology requests on general funds- \$179,537.71**

**Total budget impact for Technology requests on alternative funds - \$6,000.00**

**Total - \$185,537.71 (-\$68,012.00 from last year)**



# Career Technical Education Department ASP for Academic Year 2023-2024 January 2023

---

## Description Of Section

### Connection to College Mission

The Career Technical Education (CTE) section is the instructional body providing Career Technical Education and Workforce Development opportunities for Cerro Coso Community College. The college offers Career Technical Education local and industry recognized certificates as well as associate degrees for transfer and local associate degree programs. Career Technical Education programs are reviewed and validated every two years to meet workforce needs in their service area. Programs are offered either in a traditional (in-person) venue or via online coursework. Several of the programs are offered entirely online to provide educational opportunities for students who may not have the opportunity or means to attend classes at the college's physical sites. CTE programs support the college mission of serving workforce needs within the college service area. There are five CTE departments at Cerro Coso Community College: Allied Health; Business and Information Technology; Child Development; Industrial Arts; and Public Safety/Administration of Justice.

---

## Review And Planning

### Performance and Equity Gaps Still to be Addressed

**Allied Health:** There continues to be a gap related to low enrollment of males in the nursing and medical assisting courses/programs which run similar to employment trends on a state and national level. The department has continued to work on strategies to address low enrollment of underrepresented student groups. There has been more intentional outreach at the high schools and within the community. The department is hosting community information sessions at the various campuses and via Zoom in attempts to attract more community interest and student enrollment.

**Business & Information Technology:** The success and retention rates among Business Administration/Management, Business Office Technology, and Digital Media Arts is lower than the college average overall. Success and retention rates in the Business Office Technology program have declined since 2017-18. The success and retention rates in the Digital Media Arts program has increased since 2017-18. The Information Technology/Cyber Security program has focused on addressing the success and retention gap found among African American students. The program has shown significant increases in both success and retention of this group, with a 55% retention rate in 2020 and a 87% retention rate in 2022, and a 39% success rate in 2019 compared to a 71% success rate in 2022. All programs will continue to implement strategies to address improvement in success and retention rates for the coming year.

**Child Development:** There has been a negative shift in completion and success rates among most groups. The program notes that this is due largely in part because of the impact of COVID. Many of the students in the Child Development program are working in the field and found themselves out of work at various points during the pandemic. Programs began to open back up to varying degrees throughout 2021 and this may have impacted student's availability and ability to complete, or successfully complete courses. The program has implemented the use of OER and non-print resources and will continue to consider how OERs and non-print resources are used to ensure student's individual learning needs are met to the greatest extent possible.

**Industrial Arts:** There is an underrepresentation of female students enrolled within in the Industrial Arts department. There has been a slight increase in the number of female students enrolled and the department continues to work on strategies to address low enrollment of underrepresented student groups. There has been an increase in marketing and outreach that highlights female students in the program.

**Public Service/Administration of Justice:** There is an underrepresentation of female students enrolled within the Public Services department. As a movement toward closing this gap, instructional staff are hired with this in mind, to be more representative of the field of criminal justice overall. Over the last year, the Public Services department has added two additional female adjuncts and approximately 10 female professional experts to the academy courses. The goal is to continue to create an



inclusive space for females who want to enter the profession or academic arena.

## Last Year's Initiatives

### More CTE

Most of the initiatives from 2021-22 have been addressed and completed. There has been a significant amount of growth in CTE program offerings, in addition to increased student enrollment across the departments.

#### Completed:

- Make progress on the new Associate degree in Nursing program in Allied Health department: *Grants were applied for and awarded to support the development of the nursing program. The feasibility study has been submitted and awaits Board of Registered Nursing approval. Target date of fall 2024 to launch the new degree program.*
- Begin offering WELD C101 as a summer course in Industrial Arts department
- Expand Paralegal program in the prison in Business & Information Technology department: *There is a defined schedule of course offerings to complete the pathway for the Paralegal Certificate and Law, Public Policy, and Society degree within two years at Tehachapi and Cal City prisons. Textbooks for the program were purchased as a library reserve to loan to students. Two new adjuncts were hired to teach paralegal courses in the prison sites.*
- Establish a settled base of operations for the POST academies in Public Service department: *Tehachapi campus has two dedicated rooms to the academy courses. Faculty chair and Academy Coordinator have offices assigned at this location. However, the dedicated space remains inadequate for the full needs of the program due to outdated facilities.*

#### In Progress:

- Develop Sustainability for the POST Academies in Public Service: *A defined procedure of best practices for scheduling, enrollment, and billing for the off-site academies are still in progress.*

#### Not Attempted:

- Expand Paralegal Program as Dual Enrollment in Business and Information Technology: *This will be revisited at a future time.*

### Better CTE

Many of the initiatives are still in progress, or are ongoing, multi-year, goals.

#### Completed:

- Participate in the Early Childhood Education Child Development Permit Pilot under the PDG-R Grant: *The Department continues to be an active participant in the Early Childhood Education Child Development Permit Pilot under the PDG-R Grant. During the 2021-2022 academic year the department participated in Pilot 3: ECE CalTPA (California Teacher Performance Assessment). This is an ongoing, multi-year pilot at the state level.*
- Begin partnership with the LA Iron Workers Local 433 in Industrial Arts: *The department has worked with the LA Iron Workers Union and 4 students have received jobs through the Local 433 Union.*
- Begin offering a Structural Weld Test in Industrial Arts: *Successfully began offering the D1.1 structural weld test. This is one of the most common weld certifications welders will hold.*

#### In Progress:

- Review All Courses for Accessibility and submit courses to OEI Exchange in Business and Information Technology: *As of fall 2022, there are eight courses that are POCR approved on the exchange. They include: CSCI C101, IT C142, DMA C111, PARA C101, PARA C112, PARA C122, PARA C220, and PARA C240*
- Narrow Equity Gaps for African American students in Business and Information Technology: *Equity gaps among African American students has significantly improved in the Information Technology/Cyber Security programs. Narrowing the equity gaps among other programs in this department continues to be an ongoing goal.*
- Begin Offering INDE C060 and DRFT C108 Online in Industrial Arts: *INDE C060 is now offered exclusively online, but DRFT C108 has not been attempted online yet.*
- Increase Student Success in Public Services Courses: *Limited progress was made. Success in online courses showed a decline.*

**Not Attempted:**

- Repair Damaged Equipment in Industrial Arts: *While new equipment has been purchased, older equipment still remains in need of repair.*

## Initiatives for Next Academic Year

### Expand Career Center Services

**Is this part of a multiyear initiative?**

Yes

**Specific Action Steps to be Taken:**

In alignment with Strong Workforce objectives, expanding career center services will:

- Increase the percent of exiting students who report being employed in their field of study
- Improve career readiness and job placement rates
- Encourage employer engagement and work-based learning models
- Increase community awareness of CTE programs through classroom/campus visits, advisory committee engagement, career fairs, and active recruitment partnerships
- Solicit employer interest in internships
- Increase visibility and use of Job Speaker for employers
- Strengthen enrollment in CTE programs with viable job outcomes

The Career Center plays a vital role at the college in ensuring student success, retention, and completion towards educational goals. Strengthening the career center services available will lead to successful CTE metrics towards jobs and living wages, while increasing interest in CTE programs at the college.

**Early Observational Data, or "Lead" Measure(s):**

Lead measures include:

- Adequate staffing hired to run the career center: Program Manager, Program Coordinator, student worker
- Strategic plan for career center services expansion, to include goals and objectives
- Facility/classroom materials support
- Best practices "tour" of facilities at other community college career centers
- Training and workshops for career center staff

**Does the department request help developing these instruments?**

Yes

**Institutional Performance Data, or "Lag" Measure(s):**

Lag measures include:

- Successful hiring of adequate staffing: Program Manager, Program Coordinator
- Increased employer/student participation rates for Job Speaker platform
- Increased student participation in career center workshops
- Increased internship opportunities
- Increased student success metrics in job placement and living wages post-award
- Increased advisory board participation rates

**Person Responsible:**

Dean, Career Center Manager and Staff

**Unit gap or institutional goals addressed:**

It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal

**Create New CTE Program Pathways**

**Is this part of a multiyear initiative?**

Yes

**Specific Action Steps to be Taken:**

Initiatives for new CTE program pathways includes:

- Develop Baccalaureate degree program within CTE
- Develop noncredit courses for short term/vocational workforce development
- Develop Computer Office Applications certificate program
- Establish Associate Degree of Nursing program
- Establish Wildland Fire Technology/Forestry program
- Establish Truck Driving certification program
- Establish Forklift Safety certificate program
- Explore specializations in esthetics and radiology for the Medical Assisting program

**Early Observational Data, or "Lead" Measure(s):**

Lead measures to ensure program progress includes:

- Advisory Board meetings and votes in support of new program development
- Labor market data indicators of workforce needs
- Employer engagement and support of new programs
- Professional experts and/or faculty special compensation agreements for program development scope of work
- Curriculum development and CIC approvals
- Regional CTE and state approvals

**Does the department request help developing these instruments?**

Yes

**Institutional Performance Data, or "Lag" Measure(s):**

Lag measures to indicate program success includes:

- Regional CTE and state approvals
- Faculty hired, as needed
- Student enrollment in CTE pathways
- Student success in course(s)

**Person Responsible:**

Dean, Faculty Chairs, Faculty Leads, Faculty, Employer Engagement/Advisory Boards

**Unit gap or institutional goals addressed:**

It addresses a Strategic Plan goal or objective

## Strengthen CTE Programs

### Is this part of a multiyear initiative?

Yes

### Specific Action Steps to be Taken:

Initiatives to strengthen existing CTE programs include:

- Continuation of faculty coordinator for the Addiction Counseling Studies program
- Restructure the Business Office Technology program
- Continued participation in the Early Childhood Education Child Development Permit Pilot under the PDG-R Grant
- Expand Tehachapi campus facilities to include spaces that are student-ready for medical assisting, EMT, ACAD and emerging CTE programs
- Expand enrollment with increased sections of ACAD courses, including multiple site locations
- Improve course success rates

### Early Observational Data, or "Lead" Measure(s):

Lead measures include:

- Faculty stipends and special compensation agreements in place
- Planning and informational meetings with community and employer interests
- Identify and address student barriers to increase student success

### Does the department request help developing these instruments?

Yes

### Institutional Performance Data, or "Lag" Measure(s):

Lag measures include:

- New development of Computer Application program (replacing Business Office Technology)
- Increased number of adjunct faculty to support program growth
- Dedicated classroom facilities to support CTE programs in Tehachapi

### Person Responsible:

Dean, Director of EK, Faculty

### Unit gap or institutional goals addressed:

It addresses a gap in student equity, It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal

---

## Resource Needs

### Facilities

**Allied Health:** Requesting additional cabinets to skills lab area for nursing to help with storage and security of items.

**Business and Information Technology:** No immediate needs at this time.

**Child Development:** No immediate needs at this time.

**Industrial Arts:** Remove remaining automotive lift in backyard of welding lab. Remove solar house in backyard of welding lab. Remove exhaust unit from the North wall of WW147. Repaint classrooms and offices. Install more 220V receptacles near demo stations and in room WW198 on West wall.

**Public Service/Administration of Justice:** Dedicated classroom for these programs that include ample storage space.

## Information Technology

### Allied Health:

1. Developing a Virtual Reality (VR) simulation initiative to build 4 stations to augment nursing program and in anticipation of the RN program. Each station will consist of one laptop computer and two VR headsets.
2. Collaborating with IT on in-class computers for Vocational Nursing, Medical Assisting, and Emergency Medical Technicians as part of normal rotation and confirmation of need.

### Business and Information Technology:

1. Continued support for Linked In Learning subscription. *Alternative funding can be used.*
2. Non-networked computer access for ISEP students
3. Adobe Creative Cloud is required for dedicated computer lab workstations. Adobe Creative Cloud is required for one computer classroom.
4. Equipping the new IWV IT and Cyber lab may require additional IT equipment and network services.
5. Tehachapi campus technology equipped classroom in order to provide IT C101 courses

**Child Development:** No immediate needs at this time.

**Industrial Arts:** The INDA office has been cleared out and new desks have been purchased. Thus, a request is needed for the IT department to reroute the phone and internet cables.

**Public Service/Administration of Justice:** No immediate needs at this time.

## Marketing

### All CTE programs in general:

1. Need funding for additional advertising items to be given out during individual community information sessions/meetings. *Alternative funding is available.*
2. Printing flyers, pamphlets, and brochures for outreach events. *Alternative funding is available.*
3. Updating flyers and pamphlets, as needed.
4. Advertising of new programs and certificates, as necessary.
5. Additional public service announcements, articles, social media, and direct mailings requested.
6. Support for career day, orientation events, community presentations, job fairs, employer meet-n-greets, etc. for the opportunity to marketing CTE programs.
7. Updated website pages to include job outlook data, multi-media (videos), and program pathways.

### Public Service/Administration of Justice:

1. "Enroll Now" banners specific to Private Security. *Alternative funding is available.*
2. News releases and local news channel interviews on modular academy program (Bakersfield local news and Bishop/Mammoth). \$Free

## Professional Development

### Allied Health:

1. Continued need for Nursing EMT instructors/faculty to maintain licensing requirements for prospective governing boards. Faculty attend professional conferences related to specified area and provide updates to faculty/adjunct faculty within prospective discipline for improvement of curriculum and student success.
2. Annual simulation training for assigned staff to remain current with best practices and requirements set by governing boards.

3. Continued need for Director of Vocational Nursing to attend Board of Vocational Nursing and Psychiatric Technicians (BVNPT) meetings in southern and northern California regions to remain current with boards policies, legislative actions, and any other change and or challenges.

**CTE programs in general:** Continued college professional memberships with NAACE, local Chamber of Commerce, among others. Continued support for annual conferences in discipline-specific areas. More training for online instructors.

## Other Needs

Other needs include:

- Restructuring of the Allied Health department to include transfer of current faculty overseeing Human Services and Addiction Counseling Studies to officially move over to Allied Health Department.
- There is a precedence for the new Addiction Counseling Studies to become a separate program from under the Human Services program as a whole. It is requested and recommended for separate programs under the Allied Health designation.
- Continuation of the Addiction Counseling Studies program manager is requested to oversee CAADE accreditation compliance management, appropriate course scheduling and scaling as needed, development and review of an adjunct hiring pool, clinical site partnerships, and potential ISEP course expansion. Total hours not to exceed 140 (0.20 load) each term.
- Department restructuring for Business and Information Technology to include splitting into two separate departments (IT/DMA and PARA/BSAD).
- A revision of the facilities master plan to address immediate needs in East Kern (Public Services and emerging CTE programs).

---

## Staffing Requests Not Already Listed In Unit Plans

### 1000 Category - Certificated Positions

#### Career Center - Program Manager

**Location:**

Ridgecrest/IWV

**Justification:**

Justification for a Career Center Program Manager would increase the number of students entering the workforce upon completion. Program Manager would oversee the internship programs and funding, CTE regional/district initiatives for work-based learning, employer-engagement activities, student career-readiness and preparation workshops, student worker applications, job placement assistance, and Job Speaker management.

#### Allied Health - Nursing, Full Time Faculty Position

**Location:**

ESCC Bishop

**Justification:**

\*This section plan supports the requested position\*  
Program growth is evident and there will be an ongoing need.

Justification (provided by department):

1. Are there too few or too many students enrolling for particular classes or majors? There is sustained demand for HCRS courses throughout service area and in the online environment. This Department has an average yearly FTES of 969 for Spring/Summer/Fall of 2020 with an average 90% retention and 82% success rate. Estimated 40% of students are economically



disadvantaged with 70% to

75% of all students in HCRS are awarded financial aid in some fashion.

2. Are there too many courses or programs that are under capacity? No, there are not too many courses that are under capacity. Many online courses are at full capacity on first day of course with some requiring additional sections based on demand.

3. Are courses "core mission"? All courses are "core mission" as they all lead to a certificate or degree.

4. Are courses overscheduled? No, courses are not overscheduled.

5. Is there capacity to offer courses or programs at different times and/or locations? Many nursing courses are scheduled based on availability of clinical rotations outside of the college. Majority of Medical Assisting courses are completed in online environment.

6. Is there a workforce shortage in the service area or region? Yes, there is high demand for all graduates in nursing, medical assisting, and nursing assistants throughout the service area.

7. What are the costs and/or lost revenue from gaps between student demand and course or program capacity? Average of 1225 enrolled students for all HCRS courses in 2019-2020 year, 54 hours per class = 97,200 hours annually. Average of 140.18+ FTES based on less than full-term classes @\$3800/FTES = \$608,000.

b. Department productivity, previous year - Previous year of annualized FTEF of 12.0 - This number does not reflect current expansion efforts and new estimations raise that annualized FTEF to 15+

c. Number of faculty currently in the department - Currently 2 as the DON is not included due to administrative load.

d. Number of adjunct faculty = 21

e. Number of certificates awarded, previous year - 28 (2018-2019) and 27 (2019-2020)

f. Number of degrees awarded, previous year - 19 (2018-2019) and 12 (2019-2020)

g. Core curriculum classes - All courses/classes are "core curriculum"

h. CTE classes with workforce data (wage/high demand) - Ongoing VN program admissions annually of 15-30 students requiring 1.6 to 3.2 instructor load. Ongoing online instruction of several courses/programs annually contributing to estimated annual instructor load of 8-10 FTEF. Director of Nursing load at .6 and Chair of Allied Health load at .4 (current).

Total annual estimated instructor load (including DON and Chair) is 12 but does not reflect this expansion of online environment. The KCCD Faculty Chair Reassign Time and Extra Days document for 2022-2023 shows annualized FTEF at 12. This implies that 8.0 load for adjunct faculty to fulfill annually. State law recommends a full-time/part-time ratio of 75/25 at Community Colleges (according to section 70 of AB1725). The actual numbers for HCRS are in-fact opposite of recommendations of this ratio. Currently the nursing department has three (3) full-time faculty usually holding over-load teaching assignments each semester. One (1) of those holding Director of Nursing position restricting available load for teaching. There are currently 21 adjunct instructors spread throughout the online instruction and primarily the IWV and ESCC Bishop campuses. Fulfillment of this position is paramount to the ensuring success of the department as a whole. Due to the high unit courses within nursing, it is difficult for one adjunct to teach multiple courses in a semester. There is sufficient evidence to show adequate load to support this position and in honest reflection, a FT HCRS faculty at ESCC-Bishop is necessary for the continued success of the program and students.

## Allied Health - Health Careers, Full Time Faculty

### Location:

CC Online, Ridgecrest/IWV

### Justification:

\*This section plan supports the requested position\*

Program growth is evident and there will be an ongoing need.

Justification (provided by department):

1. Are there too few or too many students enrolling for particular classes or majors? Vast expansion of the Medical Assisting courses throughout our service area and beyond. Estimated FTEF for Spring 2023 at 10+ currently just for this expansion.

2. Are there too many courses or programs that are under capacity? No, currently unable to keep up with demand due to not enough faculty or adjunct faculty.

3. Are courses "core mission"? All courses are "core mission" as they all lead to a certificate or degree.

4. Are courses overscheduled? No, courses are not overscheduled.

5. Is there capacity to offer courses or programs at different times and/or locations? Many nursing courses are scheduled based on availability of clinical rotations outside of the college. Majority of Medical Assisting courses are completed in online environment.



6. Is there a workforce shortage in the service area or region? Yes, there is high demand for all graduates in nursing, medical assisting, and nursing assistants throughout the service area, state, and national arena.
7. What are the costs and/or lost revenue from gaps between student demand and course or program capacity? Average of 1225 enrolled students for all HCRS courses in 2019-2020 year, 54 hours per class = 97,200 hours annually. Average of 140.18+ FTES based on less than full-term classes @\$3800/FTES = \$608,000.
- b. Department productivity, previous year = 12 FTEF annualized average. Does not reflect current online expansion of Medical Assisting courses/programs
- c. Number of faculty currently in the department = Currently 2 FT faculty as DON/Chair not included in that count.
- d. Number of adjunct faculty = 21
- e. Number of certificates awarded, previous year = 28 (2018-2019) and 27 (2019-2020)
- f. Number of degrees awarded, previous year = 19 (2018-2019) and 12 (2019-2020)
- g. Core curriculum classes = All courses/classes are "core curriculum"
- h. CTE classes with workforce data (wage/high demand) = All healthcare related fields are in high demand and wages. Current estimations of 18% increase in Medical Assisting jobs in next 5 years. 16% increase in Vocational Nursing jobs in next 5 years.

## **Counseling - CTE Counselor, Full Time Position**

### **Location:**

Ridgecrest/IWV

### **Justification:**

**\*This section plan supports the requested position\***

With new CTE programs emerging, and existing programs going through restructuring, it is important to have a CTE dedicated counselor available to address the needs of the programs and to be able to accurately promote, encourage, and guide students through the pathways. The CTE counselor would participate in Faculty department meetings, advisory board meetings, etc. as necessary.

Justification (provided by the departments): CTE programs require in-depth and specialized knowledge to advise both for entry and transfer. We have spent countless hours working with counseling staff over the years. Without specialized and intensive training, which is unreasonable for all counselors, we repeatedly find that some counselors and students misunderstand the intricacies of the various CTE programs and how they connect with State and County regulating agencies such as Board of Vocational Nursing and Psychiatric Technicians (BVNPT), California Department of Public Health (CDPH), and California Certifying Board of Medical Assisting (CCBMA) to name just a few.

We actively encourage all our students to meet with counseling and most require an educational plan towards their goals. We purposely refer our students to a specific counselor because of extensive individualized training related to our programs. Having a designated and trained Full-Time CTE counselor would ensure better intake of students and alleviate confusion.

## **Business and Information Technology - IT/Cyber Security, Full Time Position**

### **Location:**

CC Online, Ridgecrest/IWV

### **Justification:**

**\*This section plan supports the requested position\***

**Program growth is evident and there will be an ongoing need.**

Justification (provided by department):

1. Are there too few or too many students enrolling for particular classes or majors?

Currently the IT/Cyber Security programs share many courses. The courses are generally full. The number of sections has increased from 25 in 2019-20 to 26 in 2020-21 and 28 in 2021-22. As we add new courses on the Ridgecrest campus in the new

Cyber Lab, we will need additional faculty to teach upper-level specialized Cyber Security courses. The FTES to FTEF ratio keeps rising as well from 12.8 (2019-2020) to 13.3 (2020-21) to 13.5 (2021-22). In 2021 it continued to rise even though we had hired a new full time faculty member in this area. As the IT/Cyber/Cloud/Linux classes load one third of a full-time load, we need an additional faculty member to staff these classes as depending on adjuncts is limiting. In the Fall of 2022, we have brought two Information Technology classes (IT C101 and IT C142) onto the campus in Ridgecrest. Enrollments range from 11-15 for

these classes and students seem to be sticking to be on campus. In Spring 2023, we will be offering three on campus sections including the introductory class (IT C101) and two upper level (IT C143 – Networking and IT C146 – Security) at the Ridgecrest campus. Student retention in IT/Cyber programs has also increased from 83% in 2019-20 to 86% in 2021-22. Student success was 89.2% and student success was 75.5% in 2019-2020. Data reflects that students are enrolling, being retained, successful and completing the program(s). Success rates have also been trending upward from 71% (2019-2020), 72% (2020-21) and 78% (2021-22). With these increases and a return to “normal” and on campus classes, we anticipate a greater need for sections. Why not use adjuncts? At this time, we are not able to increase sections due to the load limits for adjuncts as well as their own time limits. We need faculty during the time of day (morning/afternoons) that adjuncts work their “regular” jobs and are not available. We need to meet student needs. The addition of new certificates and programs to meet the needs of the employers include an Operating System Certificate (Linux, Windows, Apple) as well as a Cloud (Amazon Web Services (AWS)) requires additional faculty. We do not have adequate full time faculty to teach the upper division (200 level) courses in Cyber Security, Linux and Cloud Computing and are continually scrambling.

2. Are there too many courses or programs that are under capacity?

No there are not too many courses or programs that are under capacity. The program is fully enrolled, and students are moving through the certificate and degree programs as expected. The pathway for both certificates of achievement and associate degrees has been well enrolled and student completions are excellent. The programs offering continue to grow and expand as industry needs increase. It is anticipated that we will continue to expand our offerings as the industry grows.

## **Business and Information Technology - Computer Applications Specialist, Full Time Position**

### **Location:**

CC Online, Ridgecrest/IWV

### **Justification:**

**\*This section plan does not support this request at this time\***

Justification (of non-support): Formerly the Business Office Technology program, the Computer Applications Specialist position would oversee the growth and development of our office technology courses. There was a full time faculty member in this department that has since retired and the position has remained vacant. It was advised to wait on filling the position until the program was restructured and renamed as the Computer Applications program. The restructuring will be completed spring 2023.

While it is important to have a faculty champion for this program to ensure it's growth and vitality, it is advised that the position be filled when growth in enrollment is evident with the newly designed program structure. In the meantime, other options to support program development will be supported (such as faculty release time or stipend, for 1-2 semester term). Will revisit the full time faculty request next year.

## **Allied Health - Director of Nursing, Associate Dean**

### **Location:**

Ridgecrest/IWV

### **Justification:**

**\*This is an exact duplicate of a request that was submitted and approved last year but not yet hired\***

Justification: This request is for establishing and maintaining the new Associate Degree in Science - Nursing program estimated to begin enrollments in fall 2023. The DON/Associate Dean is required prior to final approval from the Board of Registered Nursing (BRN). BRN rules and regulations requires that a DON be established post-feasibility study approval, estimated to be completed spring of 2022. After acceptance of the feasibility, the DON/Associate Dean will be working closely with the consultant and the BRN representative to establish curriculum, facility contracts, policies and procedures, admission requirements, and submission for approval to accept students. It is advised that the position be an administrative position at the level of Associate Dean under the CTE Dean and only over the ADN program.

## **2000 Category - Classified Staff**

### **Career Center - Program Coordinator**

**Location:**

Ridgecrest/IWV

**Salary Grade:**

42.5

**Number of Months:**

12

**Number of Hours per Week:**

40

**Salary Amount:**

\$4227.69/month

**Justification:**

This is a request to restructure and replace the vacant position of Job Development Specialist. It is requested that this position be filled immediately to avoid disruption to the current career center services in place.

A Program Coordinator is being requested in lieu of a Job Development Specialist as it allows for more flexibility in developing the CTE program initiatives in place (LAEP, Strong Workforce objectives for work-based learning and employer-engagement), assisting students in professional and educational growth goals. The Program Coordinator would work directly with the Program Manager on supporting initiatives, community outreach, student workshops, internship placements, and student worker applications.

**Allied Health - Administrative Secretary, Part time (split)**

**Location:**

Ridgecrest/IWV

**Salary Grade:**

42.5

**Number of Months:**

12

**Number of Hours per Week:**

40

**Salary Amount:**

\$4227.69/month

**Justification:**

This request is for an Administrative Secretary to support Allied Health programs and provide administrative support to the Athletic Director.

Allied Health programs have shown tremendous growth over the past year and it is evident growth will continue due to new programs, expanded service areas, and additional contracts with third-party organizations. The justification for clerical and administrative support includes:

1. Explain why the work of this position cannot be assigned to current staff.

Currently Allied Health Department as a whole is expanding throughout the service area and beyond. Current annualized FTEF (2022-23) of 12 is expected to rise above 15 with potentially reaching 20 FTEF by Spring 2023.

2. Describe the impact on the college if the position is not filled.

Continued over-working of full-time faculty in maintaining everything from skills labs equipment and ordering, student information to include all those necessary for clinical sites, contracts with facilities throughout the service area and beyond as an example.

3. Is a temporary employee currently performing the work of this position? (Y/N) No, but have requested interim position as assistance is desperately needed.

4. How is the work assigned to this position presently accomplished?

Director of Nursing, Full time faculty and some adjunct faculty completing a wide variety of tasks outside of contracted hours to ensure compliance with governing agencies.

## **Admissions and Records (15% release) - requested in PUBS AUP**

**Location:**

**Salary Grade:**

**Number of Months:**

**Number of Hours per Week:**

**Salary Amount:**

**Justification:**

This request is not supported at this time, but the amount of CTE dedicated work will be monitored by Admissions and Records over the course of this year to determine identified needs.

# Academic Affairs Department ADP for Academic Year 2023-2024

February 2023

---

## Executive Summary

### Executive Summary

In 2021-22, Instruction made progress on its division initiatives. The college met several goals in establishing ISEP long-term sustainability – consolidating the functions, staffing, and organization of the ISEP program, the college's third largest instructional unit behind CC-Online and the Main Campus, into a long-term institutional commitment. The college came out of the COVID era reasonably well-positioned vis-à-vis the Student Centered Funding Formula. It ended AY 22 5.9% lower in FTES than AY 20—compared to 6.9% at BC and 24.3% at PC. In addition, Instruction continued its divisional focus on improving completion of students' ed goals, providing numerous professional development opportunities on strengthening culturally responsive teaching and learning and on pillar 4 of guided pathways, ensuring learning.

The division has continued work to do. It needs to address equity gaps in the access of male students and in the success rates of Black students. It needs to ensure students are not lost during the transition out of COVID. It needs to continue to offer opportunities for professional development in equity and strategies that help student complete education plans. It needs to address if not solve the unstable campus situation in Tehachapi and absorb the disruptions in the ISEP program caused by the decisions by CDCR to close Cal City Prison and Tehachapi D Yard.

Given these major priorities and the current state of the division and the operational and performance gaps identified in the sections and units that make up Instruction, the following broad objectives are being set for the 2023-2024 academic year:

- Optimize performance on the Student Centered Funding Formula through effective schedule-building and partnering with outreach services – coming out of COVID, the college will be looking especially to re-establish enrollments in on-campus classes at all locations, but it will also be looking to sustain enrollments in the ISEP program and build enrollments year-over-year at Tehachapi. Strategies to achieve this goal are largely captured in the always-updated Targets and Tactics document.
- Implement college-based systems for curriculum and outcomes assessment – while much progress was made on this very high priority for the Instruction division in AY 2022—design and building of the database; development of the COR, POR, and outcomes interface; and testing of the workflow—the major implementation will take place in AY 24, which will result in troubleshooting and building of a report library.
- Build trust and respect throughout the Instruction organization by playing a role in the climate survey task force recommendations, including volunteering a representative for the cross-functional work group to develop and promote quarterly social events, contributing to the revamp of the Howler, and participating in professional development focused on trust-building, management, and supervision.
- Make progress on a new home for the Tehachapi campus – the current campus situation in Tehachapi is temporary at best. For growth to continue, Tehachapi campus is in need of its own space that is not shared or associated with any other organization. While some steps were taken this year, much of the work for a future Tehachapi campus must take place in AY 24.

---

## Review And Planning

### Equity

The biggest equity gap in terms of **access** continues to be **males**. When incarcerated students are removed from the equation, male students continue a long-term trend at the college of accounting for just over a third of enrollments (35.5% in 2020-21) and of headcounts (35.3%).

The biggest equity gap in terms of **success** continues to be **Black** students. The college saw substantial improvement in (non-incarcerated) Black student success in AY 22 compared to AY 21. Overall, Black students succeeded at a 67.2% rate in AY 22

compared to 55.8% in AY 21, with the college success rate from non-Black students falling during that time from 79.8% to 77.3%. Online, Black students performed at a 59.6% success rate, which was a significant increase from the 49.6% in AY 21, with the online success rate for non-Black students declining during that time from 75.4% to 73.4%. Put another way, Black students were making sizeable increases while other groups were coming back down to earth from the COVID highs of AY 21.

## Program Review

COVID was disruptive to the program review process at Cerro Coso in AY 22. Despite innovations and efficiencies gained in the prior year, including the development of data sets that could be delivered in static form to the review writers and embedded into the document without separately hand-entering the data, only three program reviews were completed all the way through the process (Anthropology, Learning Resource Center, and the six programs that make up Information Technology, Data Analyst, and Cyber Security).

## Prior Year Initiatives

- Establish ISEP long-term sustainability – The college met several goals in establishing ISEP long-term sustainability – consolidating the functions, staffing, and organization of the ISEP program, the college's third largest instructional unit behind CC-Online and the Main Campus, into a long-term institutional commitment. It hired new positions, including a full-time director and support staff, it placed the office in its own facility adjacent to the Tehachapi Ed Center, and it developed efficiencies with needed supplies and equipment, including locating a high capacity printer in the Tehachapi office.
- Fight COVID to at least a draw – the college came out of the coronavirus era reasonably well-positioned vis-à-vis the Student Centered Funding Formula. It ended AY 22 5.9% lower in FTES than AY 20—compared to 6.9% at BC and 24.3% at PC.
- Build trust and respect throughout the Academic Affairs organization – this was delayed to AY 23 as the climate survey task force completed its work only toward the end of the year. The goal was already built into AY 23 and is continues to be a goal for this division plan for AY 24.
- Improve completion of students' ed goals – the college continued to make culturally responsive teaching and learning as well as active learning a focus for professional development opportunities. Flex days during the year included sessions on active learning, developing equitable rubrics in Canvas, using contract grading to increase equity, creating a projects-based approach to assessment, culturally responsive curriculum building, and a student panel on what works and does not work for students.

## Next Year Initiatives

Annual goals in Academic Affairs are shaped by a variety of internal and external factors. Most proximate is the college's strategic plan; for this planning period, the 2021-2024 Strategic Plan is in effect. Goals are also shaped by the most recent educational master plan, which set three directions 2017-2022: build capacity in Tehachapi and Greater East Kern, promote future enrollment growth from within, and expand equitable services and maximize unique opportunities at all campuses. The accreditation self-study named two quality-focus action items for the period 2018-2025: improving the onboarding of students and improving completion of students' ed goals. The Chancellor's Office established its Vision for Success in 2017 with 5-year goals of increasing degree and certificate attainment, transfer, and gainful employment; reducing excess unit accumulation; and closing equity and regional achievement gaps. In addition, just this month the system has communicated enhanced expectations regarding AB705 and guided pathways.

Given this nesting of mid- and long-term objectives and the current state of the division and the operational and performance gaps identified in the sections and units that make up Academic Affairs, the following goals are being set for the 2023-2024 academic year:

- Optimize performance on the Student-Centered Funding Formula through effective schedule-building and partnering with outreach services – coming out of COVID, the college will be looking especially to re-establish enrollments in on-campus classes at all locations, but it will also be looking to sustain enrollments in the ISEP program and build enrollments year-over-year at Tehachapi. This goal directly addresses all Vision for Success goals. Strategies for this goal are largely captured in the Targets and Tactics document and include initiatives in the ISEP, early college, baccalaureate and adult learner areas. Additional strategies from the unit and section plans include scaling-up existing and developing new web applications to support online courses; developing and promoting course accessibility manual for online instructor; developing a dashboard based on the data related to the implementation of various DEIA strategies to gauge their effectiveness; expanding career services; creating new CTE programs; strengthening CTE programs; building out an early college office to provide more sustainable support; increasing CTE offerings at ESCC; increasing early college concurrent and dual enrollment opportunities for Inyo County; absorb the disruptions in the ISEP program



with the prison closures and re-center the program on a new stable footing; and growing by 3% in the letters and sciences division.

- Implement college-based systems for curriculum and outcomes assessment – while much progress was made on this very high priority for the Instruction division in AY 2022—design and building of the database; development of the COR, POR, and outcomes interface; and testing of the workflow—the major implementation will take place in AY 24, which will result in troubleshooting and building of a report library.
- Build trust and respect throughout the Instruction organization by playing a role in the climate survey task force recommendations, including volunteering a representative for the cross-functional work group to develop and promote quarterly social events, contributing to the revamp of the Howler, and participating in professional development focused on trust-building, management, and supervision.
- Make progress on a new home for the Tehachapi campus – as detailed in the EK section plan, the current campus situation in Tehachapi is unstable. For growth to continue, Tehachapi campus is in need of its own space that is not shared or associated with any other organization. While some steps were taken this year, much of the work for a future Tehachapi campus must take place in AY 24. This goal directly addresses all Vision for Success goals. Strategies for this goal include researching and implementing strategies used by other community colleges to draw students physically to the campus, such as creating robust community education courses, offering non-credit course/certificate programs, hosting cultural events, speaker's forums, celebrating community-based and diversity-focused events and activities that inspire the desire for higher education.

---

## Resource Needs

### Facilities

Items are listed in priority order.

#### Supported regardless of funding

1. TEH (CCI): portable buildings (ISEP)
2. IWV: glassware washer and sterilizer for science (SCI)
3. IWV: equipment for instructional garden (SCI)
4. TEH: additional storage for office space - \$2,000 (EK)
5. Bishop and Mammoth: heat tape, shelving for storage area, door signs, desk privacy panel (ESCC)
6. TEH: additional storage space (ISEP)
7. IWV: replacement for wooden storage sheds at the observatory site (SCI)

#### Supported only on alternative funding

1. IWV: additional cabinets for nursing skills area (CTE)
2. Bishop and Mammoth: L-shaped desk for LRC, 6 or 8 soft seating for student quiet space (ESCC)
3. TEH: dedicated classroom for law enforcement academy classes that includes ample storage space (CTE)
4. IWV: retractable curtains in art rooms (VPA)
5. IWV: replace desks in LAC with something with more space between desks and chairs (LAC)
6. IWV: replace outdoor seating at observatory site (SCI)
7. IWV: remove old automotive lift in the welding yard (CTE)

### Information Technology

Items are listed in priority order. Note: ESCC and EK items identified and prioritized in IT AUP.

#### Supported regardless of funding

1. TEH (CCI): projectors in the portable classrooms (ISEP)
2. IWV: all-in-one laser printer to support building of an eReserve collection (LRC)
3. IWV: document camera for the physics lab (SCI)

#### Supported only on alternative funding

1. IWV: VR stations for the RN program (CTE)
2. IWV: dedicated in-class computers for allied health classes (CTE)



3. IWV: possible additional equipment for IT and Cyber lab (CTE)
4. College-wide: 26 headphones (LAC)
5. College-wide: 8 laptops (LAC)
6. IWV: computer stations in three art rooms (VPA)

#### **Not supported at this time (see notes)**

1. IWV: projector in the ceramics lab. Similar to last year, IT has reservations about the durability of a projector in the ceramics lab. Until this gets worked out, the request remains unsupported.

## **Marketing**

Items are listed in priority order.

#### **Supported regardless of funding**

1. TEH: Facebook advertising - \$2,400 (EK)
2. Bishop and Mammoth: Facebook advertising - \$1,500 (ESCC)
3. College-Wide: All marketing captured in the LAS unit plans (LAS)
4. College-Wide and ESCC: All marketing captured in the CTE unit plans ... though almost all of this can be paid out of SWP or VTEA (CTE, ESCC)
5. Bishop and Mammoth: Theater advertising (ESCC)

#### **Supported only on alternative funding**

1. Bishop and Mammoth: Promotion of CCCC job opportunities in local area (ESCC)

## **Professional Development**

Items are listed in priority order.

#### **Supported regardless of funding**

1. For 22-23, in this category of "regardless of funding" the Instruction division supports professional development opportunities that are at scale and provide PD to substantial numbers of employees, such as flex day and online faculty training.
2. College-wide: norming of English faculty for ENGL C101 (EFL)
3. College-wide: norming of Math faculty for new MATH C110 (MATH)

#### **Supported only on alternative funding**

1. College-wide: All other professional development captured in the various unit and section plans will be looked for to be paid out of alternative funds. Possible sources include equity funds, SWP, VTEA, Guided Pathway funds, and the new Rising Scholar funds.

## **Other Needs**

---

## **Staffing Requests Not Already Listed In Prior Plans**

### **1000 Category - Certificated Positions**

#### **Various**

##### **Location:**

CC Online, EKC Tehachapi, ESCC Bishop, No Location Specified, Ridgecrest/IWV

##### **Justification:**

Full-time faculty positions are supported in the following ranking:

1. Psychology – ISEP/TEH
2. Information Technology/Cyber Security - IWV
3. Nursing – Bishop
4. Ethnic Studies – IWV/CC-Online
5. [Counselor – CTE specialist – IWV – also submitted through student services]

Full-time faculty positions not supported at this time:

1. Computer Applications Specialist – IWV/CC-Online
2. Coach – IWV

## 2000 Category - Classified Staff

### Various

#### Location:

CC Online, EKC Tehachapi, ESCC Bishop, ESCC Mammoth Lakes, Kern River Valley, No Location Specified, Ridgecrest/IWV

#### Salary Grade:

#### Number of Months:

#### Number of Hours per Week:

#### Salary Amount:

#### Justification:

The following requests are supported:

1. Associate Dean, Director of Nursing. Requested through the CTE section plan. Repeat from last year. Position required if we are to have an RN program. This position can be paid for out of SWP until the program has had the chance to establish itself.
2. Web Developer (DE). While I think there is enough work in DE for this position, especially considering the role it would play in ensuring accessibility compliance, this could also be a split position with public relations to support the possible build-out of an enhanced website.
3. Director, Early College (Reclassification) – requested in the EK section plan, this position was just revised last year to be narrowed in focus and increased from 11 to 12 months. Given the growth of the program and the greater complication of the duties and responsibilities, I would support a conversation about a reclassification that is consistent with other managerial work.
4. Lab Safety Coordinator (Reclassification) - requested in the Science annual unit plan, this reclassification is for a position that does not yet exist. Simultaneously, a JAQ has been submitted (the current position is a Lab Tech I). I support a conversation about increasing the level of the current position and will work first through the JAQ process with positions that currently exist at KCCD.

The following requests are not supported at this time

Admissions and Records (15% release) – requested in the Public Service AUP with no further details. Not supported at the CTE dean level, plus the EK Director has already moved to address this with personnel resources inside her organization.

Career Center Program Manager and Career Center Program Coordinator – requested in the CTE section plan as a replacement for the Job Development Specialist. In a conversation that ensued after the posting of the ASP, it was agreed by the dean and the VP, after consultation with student services, that CTE would go out for a replacement Job Development Specialist and see what happens. If the position does not attract any viable qualified applicants and the recruitment fails, it will be revisited as a single classified position through our normal procedures. But we will at least start with attempting a replacement.

Incarcerated Student Education Program Coordinator and Print Shop Clerk/Admissions and Records Tech I (split position) – requested in the ISEP section plan as new positions. Now is not a good time with the disruption of the program because of the

CDCR closings to add additional full-time positions. I know we put off requests last year to let the program settle out, but this is a whole new level and direction of disruption—with at least the initial effect of shrinking the program. As for the Print Shop Clerk, another wildcard is the adoption of Canvas technology in the ISEP classrooms. We will be in a better position to assess these changes in another year.

Department Assistant II at Edwards – requested in the EK ASP. Until the numbers at Edwards start to reverse direction, there is little justification for a new position, even half time.

Program Coordinator (Reclassification) – requested in the EK ASP. This is not supported without further clarification of the position's location and its duties.

Program Coordinator – requested in the ESCC section plan. This is not supported without further clarification of the position's duties in context of two campus locations that are recovering from COVID losses.

Librarian Technician I – requested in the LRC unit plan. It's unclear what the need for this position is in terms of LRC usage, plus it is duplicative in some respects of the request for the program coordinator in the ESCC and LAC section plans. Wouldn't these positions work together or overlap? Regardless, the same response can be given here as the one given for the LAC program coordinators: in context of campus services recovering from the disruptions of COVID, any commitment to a long-term organization or reorganization seems premature until usage patterns have a chance to more fully develop.

Administrative Secretary, Allied Health (part-time or split position) - requested in the CTE section plan, but more information is needed about this position in supporting the needs of Allied Health, particularly in context of the new associate director position, which will presumably take on some of the higher level tasks identified in the request.