Allied Health Department
AUP for Academic Year 2022-2023
October 2021

Describe Department/Unit

Connection to College Mission

The mission of the Allied Health Department is to develop and provide quality programs in various aspects of health care. The programs encourage education in a variety of health career areas, including Certified Nurse's Aide, Home Health Aide, Licensed Vocational Nursing, Administrative and Clinical Medical Assisting, Emergency Medical Technician, and Human Services. Numerous other courses such as Medical Terminology, Nutrition and Diet Therapy, Pharmacology, Cultural Diversity, Intravenous Therapy and Blood Withdrawal, Ethics for the Health Care Provider and Cardiac Arrhythmia are taught as separate courses but highly augment all of the Allied Health Programs and serve as required prerequisites for several programs including Licensed Vocational Nursing, both Medical Assisting, and Emergency Medical Technician.

The Allied Health Department Programs are aligned with the college's mission in providing high quality Career Technical Education within all the disciplines, in addition to expanded opportunities to continue in a variety of career fields. The result of operating these programs is increased FTES, working relationships with our service area employers, and student employment in the communities that we serve.

The Allied Health Department Programs support enrollment in the academic programs within the college for both degree and certificate completion with the end goal of student success and employment.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

Actions Taken Last Year

No actions taken last year due to COVID pandemic restrictions

Gaps to be Addressed

Low enrollment of males in nursing related courses/programs that are typical to state and national trends. Current national trend show males comprise of roughly 9% of nursing.

Outcomes Assessment: Loop-Back Improvements Made

Actions taken in the prior academic year

Licensed Vocational Nursing identified, tested and implemented new technologies into the classroom and virtually to ensure continued success of students. This implementation was in direct correlation to restrictions brought on by COVID policies enacted by the college, facilities used, and governing board recommendations.

We officially offered Advanced Billing and Advanced Coding to include externship fall 2021 for our newly Regionally approved certificates.

Human Services continues the approval processing of Addiction Studies as a new program.

Outcomes Assessment: Results of Last Year's Assessments

Outcomes Assessment: Missed Targets

Outcomes Assessment: Schedule of This Year's Assessments

Program Review

Vocational Nursing Program

Year of Last Program Review:

Spring 2016

Actions Taken in the Prior Year to Address Strategies:

Completion Spring 2022 - On agenda

Strategies Still to be Addressed:

Assessments ongoing

COR updates ongoing

Medical Assisting Program

Year of Last Program Review:

Due for first review

Actions Taken in the Prior Year to Address Strategies:

Completion Spring 2022 - On agenda

Strategies Still to be Addressed:

Assessments ongoing

COR updates ongoing

Emergency Medical Technician

Year of Last Program Review:

Fall 2015

Actions Taken in the Prior Year to Address Strategies:

Completion Spring 2022 - On agenda

Strategies Still to be Addressed:

Assessments ongoing

COR updates ongoing

Last Year's Initiatives

Associates Degree in Nursing program

In process of completing feasibility study. Estimated approval spring 2022 at which point DON/Associate Dean hired to complete next stages of application and approval process with the BRN.

Revision of Vocational Nursing curriculm

Change from 15 week to 16 week semester not in best interest of students, therefore not implemented.

Prerequisites removed and being added to align better with anticipated ADN program.

Reminder of Initiatives for the Current Year

Reminder of Initiatives for the Current Year

Associates Degree in Nursing program

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Associates Degree in Nursing program

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Currently completing feasibility study for the Board of Registered Nursing (BRN) with consultation group. Planned to submit for approval spring 2022 with the ability to then move forward with program build under the direction of a Director of Nursing/Associate Dean as required by the BRN.

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

Full approval of the RN program feasibility study in spring 2022.

Does the department request help developing these instruments?

No

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

Person Responsible:

Unit gap or institutional goals addressed:

An ADN program has been repeatedly requested by stakeholders within our service area.

Evaluate Resource Needs

Facilities

Need to update common area to increase functionality for student use.

Addition of new cabinetry in skills lab area for better functionality and security of at-risk items.

Information Technology

No need noted outside of IT AUP

Marketing

Currently working on revision of LVN pamphlet

Advertising funding for anticipated new Associate Degree Nursing program estimated to begin enrollments Fall 2023

Professional Development

Continuing need for Nursing and EMT instructors/faculty to maintain licensing requirement for prospective governing boards. Faculty attend professional conferences related to specified area and provide updates to faculty/adjunct faculty within the prospective discipline for improvement of curriculum and student success.

Continued funding is needed to support in-state and out-of-state conference fees and travel to maintain programs and student success.

Annual simulation training for assigned staff to remain current with best practices and requirements set by governing boards.

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

Other Needs

Nothing noted

Staffing Requests

1000 Category - Certificated Positions

Director of Nursing - Associate Dean

Location:

Ridgecrest/IWV

Justification:

Director of Nursing - Associate Dean

Justification:

This request is for establishing and maintaining the new Associate Degree in Science - Nursing program estimated to begin enrollments 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 BRN representative to establish curriculum, facility contracts, policies and procedures, admission requirements, and submission for approval to accept students.

After evaluation of the duties of the DON, it is highly 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 Technical Education Department
ASP for Academic Year 2022-2023
November 2021

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

The CTE Section continued through 2019-2020 to plan for continuous quality improvement with each unit focusing on strategic planning and narrowing or closing equity and achievement gaps. Throughout the year each unit reviewed the incoming data to identify gaps in performance and to make needed adjustments to improve student success and retention. The section utilized a variety of data and other reports to guide in the evaluation of gaps being indicated per unit including The VTEA Core Indicators to provide programmatic and assessment on the college performance. The data being considered is based on cohorts of students that take 12 units in a specific TOPS code. This information was used to evaluate and improve performance at the college. Internal KCCD ODS reports were utilized to capture CTE students at Cerro Coso Community College and provide an overall view of all CTE students and not just segmented cohorts. The information gained has been very useful in showing gaps over the past year, allowing us to address specific gaps in student success.

ALLIED HEALTH The Allied Health programs continue to struggle with low enrollment of students under 19 and males in the programs as a whole. This is consistent with Allied Health programs throughout the state of California. The national rate shows men comprise roughly 9 percent of nursing. Allied Health will take steps to encourage more male enrollment and younger enrollment through continual outreach at the high schools and various recruitment events. The dual enrollment program at the high school level is increasing and should yield enrollment of younger students. Advisory members will also be included in the enrollment efforts and advertising campaigns.

BUSINESS AND INFORMATION TECHNOLOGY There has been improvement in achievement gaps for business overall and many of the performance indicators are at or above the college average. Equity gaps among African American, Filipino, Asian, Pacific Islander, Hispanic, and American Indian are still to be addressed in Office Technology, Cyber Security and Paralegal programs, as retention and success levels are below college success rates. In the Cyber Security program, progress in success from 2019-20 and 2020-21 increased from 39% to 50%, however in comparison to the college average (69%) there is still room for improvement. Progress in retention from 2019-20 and 2020-21 increased from 55% to 74%, compared to the college average of 86%. In the Paralegal program, equity gaps among African Americans had a large drop in success rates from 75% to 42% and retention also dropped, though not as drastically. Steps have been taken to address high textbook costs, using the Early Alert system in Navigate, and promoting student services programs to assist students in addressing these gaps.

CHILD DEVELOPMENT This department has shown improvement in previously identified equity gaps and continues to make strides to improve the success and retention rates of Hispanic/Latino, socio-economically disadvantaged, and groups between 20-24 years of age. The success rates of economically disadvantaged and the 20-24 years of age groups decreased in 2020-21. While the success rates for Hispanic/Latino groups went up in 2020-21 (to 72%), it is still lower than the college

average overall (77%). The Child Development department continues to implement strategies to address these equity gaps, including the development of low-cost/OER textbooks for courses, embedded tutoring support online, and promoting student services programs to assist students.

INDUSTRIAL ARTS There continues to be a gap in the number of females enrolling in the welding program. The completion rate for females (88%) is lower than males (94%) in the welding program, but is comparable to the collegewide average completion rate for females (88%) overall. The program plans to expand the number of dual enrollment course offerings, which could increase the number of non traditional and female enrollment.

PUBLIC SERVICE/ADMINISTRATION OF JUSTICE There continues to be a gap in the number of female enrollment. Females tend to enroll more in the online courses, but have a lower level of success than males in the same online course (81% to 91%). Steps are being taken to ensure a reflective hiring practice that encourages female participation in the program, along with effective marketing and outreach strategies that include a diverse student population.

Last Year's Initiatives

Refine and Create CTE programs and pathways to include Industry Recognized Certifications and Associate Degrees for Transfer

COMPLETED

The following new programs have been created to address this initiative:

- Digital Media and Marketing Certificate of Achievement
- Welding Processes Certificate of Achievement
- Entrepreneurship Certificate of Achievement
- Cloud Computing Certificate of Achievement
- Linux Operating System Certificate of Achievement
- Medical Billing Certificate of Achievement
- Medical Coding Certificate of Achievement
- Law, Public Policy, and Society Associate of Arts for Transfer
- Police Academy - Modules 1 and 2 (including modification of courses)

IN PROGRESS

The following new programs are in progress or early development:

- Industrial Processes Technician Certificate of Achievement
- Addiction Counseling Studies Certificate of Achievement
- Forestry
- Wildland Fire Technology

CTE departments are taking significant effort to increase dual enrollment offerings in local service area high schools and in collaboration with the Adult Education programs. Collaboration among high school instructors to ensure pathways are in alignment will encourage student success into the transition to college programs.

Modernize and Refine the Industrial Technology Program and Facilities

COMPLETED

- Modernization of the welding lab to meet changing industry standards for equipment and provide more work stations
- Redesign the welding lecture space to be an optimal learning environment
- Update the welding lab to modern standards and pleasing aesthetics for an optimal learning environment

IN PROGRESS

- Industrial Process Technician Certificate of Achievement
- Finalizing the furniture needs for the newly renovated and modernized welding lab

- Welding Processes certificate pathway schedule refinement for the Tehachapi campus

NOT ATTEMPTED

The following program was not attempted and will be <u>removed</u> from future initiatives:

- A transferable Associate degree that leads into transfer to our sister college Bachelor program in Industrial Automation.

Implementation of Student Success Initiatives

Initiative: Directed & Focused

CTE departments chose to focus on "Directed & Focused: Early Communication and Feedback" during this planning cycle, which came at an optimal time during the pandemic. Faculty increased student engagement where possible, reached out and provided timely feedback and communication, and referred students to support services as needed.

Initiatives for Next Academic Year

Increase CTE Program Pathways & Enrollment

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

The dean, in conjunction with the faculty chairs, advisory boards, college administration, lead faculty, local businesses, and students will determine which appropriate program refinement or new program, certification, or degree programs should be offered in the future. This will be a continuing initiative and focus for the CTE department as it is a main objective, duty, and goal of the CTE department to be constantly refining, improving, and aligning its programs, pathways, certificates, and degrees in accordance with the region's economic and workforce needs.

Program alteration will be scrutinized for alignment with the new funding formula, and all programs must meet metrics provided for in SWP/ VTEA goals and outcomes in order to be approved for funding. New programs will be evaluated on the following criteria: Existence of a Labor Market Information showing demand for the program; an existing student population interested in the program; and appropriate resources available to make the program successful (industry support, financial and facility resources as well as a potential instructor pool and appropriate local technical expertise). Additionally, we will concentrate on programs that offer 9 and 16 unit certificates that lead to living wage employment. All programs must meet either degree for transfer, certification, and/ or employment in their field with a living wage. Program curriculum will be developed and taken through both local and state wide curriculum processes.

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

INCREASE # of CTE PATHWAYS

- Hold annual advisory committee meetings and gather input for new programs, pathways, certificates, and degrees
- Network and develop employer engagement to guide pathway development
- Develop curriculum for new programs, pathways, certificates, and degrees
- Continue progress on the RN Associates degree in Allied Health
- Continue progress towards Addiction Studies certificate and accreditation
- Continue progress on the AWS pilot grant with the Chancellor's office to develop cloud computing courses
- Develop a Forestry and Natural Resources Management program pathway
- Develop a Wildland Fire Technology program pathway with focus on work experience and credit-for-prior-learning
- Develop a Forklift Operating certificate/course

INCREASE CTE ENROLLMENT

- Hold annual advisory committee meetings and market programs to employers to assist with outreach

- Increase employer engagement and work based learning opportunities for students
- Expand Paralegal program to be ABA certified
- Develop dual enrollment opportunities at all sites, also in collaboration with Adult Education
- Articulate high school courses that are not eligible for dual enrollment
- Develop credit-for-prior-learning standards to move students closer to earning CTE awards
- Create and distribute modernized marketing materials that represent a diverse student population
- Attend and create opportunities for career day and outreach events at feeder high schools
- Submit courses through the POCR process for inclusion on the OEI network
- Decrease barriers to students in course materials, moving towards OER when possible
- Implement more diverse curriculum content
- Improved marketing strategies to include representation of a diverse student population
- Revamp the Business Office Technology pathway
- Increase CTE course pathways in the prison program

Does the department request help developing these instruments?

No

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

- Increased enrollment in CTE programs and courses
- Increased completion rates and CTE awards
- Increased number of students employed in a related field after completion
- Increased number of students completing 9+ CTE units in one year
- Increased number of CTE program pathways offered at the college
- Increased number of dual enrollment courses being offered
- Increased number of CTE course sections offered in the prison program
- Development of a credit-for-prior-learning standard for CTE courses, as applicable

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

Non-credit Course Development

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

As part of a statewide and district initiative, CTE will research and develop potential non-credit opportunities that satisfy Career Development and College Preparation (CDCP) programs.

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

- Labor market demand research will be conducted
- Current courses will be evaluated for effectiveness as non-credit; including duplicate offerings as both credit/non-credit
- Community need for CTE courses that align with the CDCP program guidelines

Does the department request help developing these instruments?

No

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

- Submission of non-credit course curriculum through CIC
- Promotion and offering of non-credit courses on the schedule

Person Responsible:

Dean, Faculty Chairs, Faculty Leads, Faculty

Unit gap or institutional goals addressed:

It addresses a Strategic Plan goal or objective

Resource Needs

Facilities

ALLIED HEALTH This section plan supports the needs to update common area to increase functionality for student use, including the addition of new cabinetry in skills lab area for storage of at-risk items. Alternative funding can be used.

BUSINESS AND INFORMATION TECHNOLOGY This section plan continues to support the development of a dedicated IT/Cyber Security classroom space at the IWV campus. Alternative funding can be used.

CHILD DEVELOPMENT The section plan supports the Child Development Program's support of the Child Development Center's facilities needs, especially those involving the safety of children and staff. This is a duplicate request from last year.

INDUSTRIAL ARTS This section plan continues to support the upgraded facility requests listed in the INDA unit plan for the welding lab. To the extent possible, alternative funding should be used unless it falls directly under maintenance and safety requests in which general funds should support.

PUBLIC SERVICE/ADMINISTRATION OF JUSTICE This section plan supports the request for dedicated classroom space for the Academy program as explained in the unit plan.

Information Technology

ALLIED HEALTH Nothing additional to note outside of IT's annual unit plan.

BUSINESS AND INFORMATION TECHNOLOGY This section plan supports the development of the IT/Cyber Security lab space to include necessary IT equipment and network services. It also supports the continued subscription to Lexis+ and LinkedIn Learning through alternative funding. Adobe Creative Cloud and Microsoft Office products continues to be needed on classroom workstations.

CHILD DEVELOPMENT This section plan continues to support the subscription to EdFlicks and supports the request to have secure storage for the Swivl and iPads when not in use.

INDUSTRIAL ARTS None at this time.

PUBLIC SERVICE/ADMINISTRATION OF JUSTICE This section plan supports the need to maintain the technology (tablets) and software updating for the Academy program as needed.

Marketing

ALLIED HEALTH This section plan supports the development of new LVN brochures and marketing materials for the anticipated Associate degree in nursing program. Support for marketing through social media and outside news outlets is requested. Alternative funding can be used.

BUSINESS AND INFORMATION TECHNOLOGY This section plan supports the needs for additional brochures and marketing materials to be printed for existing and new programs. Alternative funding can be used. Personnel support is requested to host an open house to showcase the new cyber security/IT lab renovation once completed. Personnel support is needed in social media/press release efforts.

CHILD DEVELOPMENT This section plan supports the duplication of new brochures and outreach materials. Alternative funding can be used. This section plan also support the CHDV initiative to to increase community outreach events. Personnel support is needed in social media/press release efforts.

INDUSTRIAL ARTS This section plan supports the creation of brochures and marketing materials. Alternative funding can be used. Personnel support is requested to host an open house to showcase the new welding lab renovation once completed. Personnel support is needed in social media/press release efforts.

PUBLIC SERVICE/ADMINISTRATION OF JUSTICE This section plan supports the increased marketing and outreach efforts presented in the unit plan. Alternative funding can be used. Personnel support is needed in addressing webpage redevelopment and social media/press release efforts.

Professional Development

The section plan supports all mandated professional development needs across the section as described in the unit plans, whether for certification or licensing requirements on alternative funding first but by any funding source as needed. This plan also supports professional development conferences and events that further the new CTE program development, trainings, and professional learning through alternative funding.

Other Needs

CHILD DEVELOPMENT: The Child Development department seeks additional needs as required through participation of the state CTC pilot program. This section plan supports the request for additional support in the form of student access to equipment, travel compensation, and resources outlined in the unit plan. Alternative funding can be used.

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

Allied Health

Location:

Ridgecrest/IWV

Justification:

The section plan supports the requested positions:

Director of Nursing - Associate Dean

Justification: This request is for establishing and maintaining the new Associate Degree in Science - Nursing program estimated to begin enrollments 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 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.

Business and Information Technology

Location:

CC Online, Ridgecrest/IWV

Justification:

This section plan does not support the requested position at this time.

Business Office Technology Full Time Faculty

Justification: This request will be re-evaluated next year as the BSOT program completes the revisions to increase student retention, enrollment, and success through course pathway redesign.

Business and Information Technology

Location:

CC Online, ESCC Bishop, ESCC Mammoth Lakes, Ridgecrest/IWV

Justification:

This section plan supports the requested position:

Business Full Time Faculty

Justification: This is a replacement position to teach primarily at the ESCC locations, and at IWV and online as needed.

Child Development

Location:

CC Online

Justification:

This section plan supports the requested position:

Child Development/Early Childhood Education (Bi-lingual in Spanish/English) Full Time Faculty

Justification: Specialization for a bi-lingual (Spanish/English) instructor will fulfill the two new Dual Language Learner courses (beginning Fall 2022). These courses have been approved to meet CSU transferability, as well as Cerro Coso's GE requirements and expect to be fully enrolled.

Public Service - Police Academy

Location:

EKC Tehachapi

Justification:

This section plan supports the requested position:

Full-Time Faculty/Coordinator of Academy

Justification: FTEF for the ADMJ program is currently at 7.9 while operating with only two, full time faculty. Adjunct and full time faculty are at, or far above load capacity to accommodate the current schedule of courses being offered. The Director load has supported the needs of the ACAD program at this time, but is not sustainable in the long run as we anticipate further program

growth.

2000 Category - Classified Staff

None at this time

Location:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification:

Academic Affairs Department
ADP for Academic Year 2022-2023
February 2022

Executive Summary

Executive Summary

In 2020-21, Academic Affairs made progress on several division initiatives despite the various setbacks, shutdowns, and course corrections caused by the coronavirus pandemic. The college came out of 20-21 in good shape relative to the Student Centered Funding Formula. It ended up slightly higher in FTES compared to 19-20 by 1.8%, and its total of 955 individual degrees and certificates awarded, including 179 ADT's, was Cerro Coso's highest on record. For implementing more and better Career Technical Education programs and industry recognized certifications across the service area, two new programs were submitted to the state for approval: Entrepreneurship (13-unit certificate) and Industrial Process Technician (16-unit certificate). In addition, the public services department has begun the process of disentangling law enforcement classes from the administration of justice degree classes and submitting separate programs to the state. The Academic Affairs office provided a number of professional development opportunities to strengthen culturally responsive teaching–such as the presentations by Lasana Hotep at fall flex and J. Luke Wood at spring flex—and to support faculty to better direct, connect with, nurture, and engage all students, which was especially important last year with all the COVID disruptions. In 20-21, the college achieved an overall course success rate of 79%, its highest ever. As for improving the college's use of institutional data for decision-making, the college used funds from its IEPI grant to support a tremendous amount of work that resulted in more useful program review data and to provide for the college's initial foundational efforts in data visualization.

Nevertheless, the division knows it 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.

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 Academic Affairs, the following broad objectives are being set for the 2021-2022 academic year:

- Optimize enrollments through effective schedule-building and partnering with outreach services – more art than science, maintaining enrollments coming out of the second year of COVID and in the face of the vaccine requirement will be a high priority.
- Improve completion of students' ed goals – this will be done in two main parts. The first is to continue to lay a great stress on closing equity gaps using professional development across the organization. The second is to embark on intentional efforts to address Guided Pathways pillar 4, ensuring learning.
- Implement college-based systems for curriculum and outcomes assessment – this very high priority for the Academic Affairs division is the result of Cerro Coso's second failed experiment with a curriculum management system. While much of the design work of the transition will take place in spring 2021, the systems will be implemented, monitored, evaluated, and revised as necessary during AY 22-23.
- Build trust and respect throughout the Academic Affairs organization – this will be done largely by continuing to implement the recommendations of the climate survey task force once they are delivered.

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.

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. Although the college saw some improvement in (non-incarcerated) Black student success from 51% in 19-20 to 56% in 20-21, it failed to close the achievement gap compared to other ethnic groups, which also rose five percentage points (75% to 80%). This metric includes over 1,000 enrollments from Black students in 2020-21 so it is not an inconsiderable number (Black students are consistently our third largest ethnic group). Online, Black students performed at a 50% success rate overall, which was better than 19-20's 45%, but again failed to close any gap on the other ethnic groups, who also improved by five percentage points.

Program Review

Academic year 2020-21 continued to see the college make up ground on late and missing program reviews. In the Academic Affairs division, 10 program reviews were completed all the way through the process, presented to academic senate and to college council, and published. This includes two from 2019 (General Education and Human Services), 5 from 2020 (English, Art History, and the three Liberal Arts), and 3 from 2021 (all the Business programs, all the Business Office Technology programs, and Mathematics).

Just as importantly, improvements were made behind the scenes. The program review committee initiated and completed a stem-to-stern review of its template and process, making considerable changes in format and workflow. And the IR office made significant advances in developing data sets that could be delivered in static form to the review writers and embedded into the document without separately hand-entering the data. In addition, the program review committee has committed to working sessions with the review writers to speed up the process and keep them on track, and the year-ahead orientation meetings are still being held.

Prior Year Initiatives

It's fair to say that Academic Affairs 20-21 goals were sideswiped by COVID. The goals were established in December 2019, just weeks before the coronavirus hit. Despite it all, the division was able to make *some* progress on several of its initiatives.

The first goal was to respond more adequately to the Student Centered Funding Formula by staying conservative in FTES generation and improving performance on metrics of the student success allocation. Well, *limiting* FTES generation was not a problem in 20-21. However, despite the setbacks and shutdowns and course corrections caused by the virus, the college came out of 20-21 in good shape relative to the SCFF. It ended up slightly over 50 FTES higher in 20-21 than in 19-20, an increase of 1.8%. In addition, it improved on its highest-ever number of awards in 19-20 with another new highest-ever total in 20-21: 955 individual degrees and certificates awarded, including 179 ADT's. In terms of the student performance part of the SCFF, the college saw more "points" this year than for any prior year, powered largely by a 21% increase in the number of students earning an ADT.

For implementing more and better CTE programs and industry recognized certifications across the service area (goal #2), two new programs were created in the CTE area and submitted to the state for approval: Entrepreneurship (13-unit certificate) and Industrial Process Technician (16-unit certificate). In addition, the public services department has begun the process of disentangling the law enforcement academies from the administration of justice degree classes, bringing the course outlines of record up to date, packaging the courses into separate programs, and submitting them to the state for approval.

For offering professional development opportunities for faculty and staff that focus on directing, connecting, nurturing, and engaging all students (goal #3), this was one of the 20-21 goals least impacted by COVID. The Academic Affairs office provided a number of professional development opportunities to strengthen culturally responsive teaching –such as the presentations by Lasana Hotep at fall flex and J. Luke Wood at spring flex—and to support faculty to better direct, connect with, nurture, and engage all students, which was especially important last year with all the COVID disruptions. In 20-21, the college achieved an overall course success rate of 79%, its highest ever. Even when ISEP and dual enrollment courses are removed, the college success rate for AY 20-21 was 77%, three percentage points higher than the previous high of 74% in 18-19.

And for improving the college's use of institutional data for decision-making (goal #4), while this goal was negatively impacted by COVID to a degree, it also benefitted from the awarding of a second IEPI grant. The focus of the grant was to further build out the IR office, and it helped do two things in 20-21 particular despite COVID: it supported a tremendous amount of work that resulted in more useful program review data, and it paid for foundational efforts in data visualization: software, professional development, and initial template-creating.

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 2018-2021 Strategic Plan is still in effect, with the 21-24 plan nearing completion. 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 2022-2023 academic year:

- Optimize enrollments through effective schedule-building and partnering with outreach services – more art than science, maintaining enrollments coming out of the second year of COVID and in the face of the vaccine requirement will be a high priority. The higher the enrollments, the more students there are for supplemental funding and the greater the potential outcomes in degrees, certificates, CTE units, English and math completion, and attainment of a living wage. This goal directly addresses all Vision for Success goals. Strategies for this goal include developing and implementing programming for and increase outreach to 25-39 year and male students at ESCC; increasing ESCC's enrollments; improving access to dual enrollment; researching, creating, and implementing CTE non-credit courses at EK; increasing potential online enrollments through participation in the CVC exchange; and growing capacity in offerings of GE courses at all campus locations.
- Improve completion of students' ed goals – this will be done in two main parts. The first is to continue to lay a great stress on closing equity gaps using professional development across the organization. The second is to embark on intentional efforts to address Guided Pathways pillar 4, ensuring learning. This goal directly addresses all Vision for Success goals. Strategies include supporting faculty in meeting state-level initiatives; developing a Canvas mobile template; implementing the distance education equity plan; developing Cerro-Coso-grown LTI's; increasing success rates and narrowing equity gaps for Latinx and economically disadvantaged students at ESCC; improving equity in the dual enrollment program;
- Implement college-based systems for curriculum and outcomes assessment – this very high priority for the Academic Affairs division is the result of Cerro Coso's second failed experiment with a curriculum management system. After too much lost data, extensive delays, fixed and then UNfixed processes, poor customer service, and inexplicable increases in pricing, the college—led by the curriculum committee and the academic senate—recommended cutting ties with eLumen and returning to a basic self-managed curriculum repository. By keeping the data in-house, the college can develop a centralized database that can also address data needs in outcomes assessment, program review, and program presentation on the website. While much of the design work of the transition will take place in spring 2021, the systems will be implemented, monitored, evaluated, and revised as necessary during AY 22-23.
- Build trust and respect through the Academic Affairs organization – this will be done largely by continuing to implement the recommendations of the climate survey task force once they are delivered. This goal indirectly addresses all Vision for Success goals. Strategies include implementing recommendations from the climate survey task force and increasing support and inclusion of adjunct faculty.

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. Exploring options, securing a location, and prepping for a transition to take place in fall 23 is a primary task next year.

Resource Needs

Facilities

Items are listed in priority order

Supported regardless of funding

- KRV: Continue with Lake Isabella campus lease (EK)

- IWV: An on/off switch that is accessible by science instructors to the main vacuum pump that feeds into the lab tables in Main Building rooms 330 and 331 (LAS)
- TEH: Teaching space for painting and drawing separate from the ceramics lab (LAS)
- IWV: Adjustable shades over windows in instructional spaces in the art building (LAS)
- IWV: A whiteboard wall on the west wall (across from the LAC service desk) would be effective for group tutoring/study sessions (LAS)

Supported only on alternative funding

- IWV: new cabinetry in the Allied Health skills lab area for storage of at-risk items (CTE)
- TEH: Dedicated classroom space at the Tehachapi campus for ADMJ programs (CTE)
- TEH: Designated department space at Tehachapi campus (ISEP)
- IWV: Modular furniture that would allow the LAC to be arranged differently for various collaborative and active learning activities: small group study, large group study, hybrid tutoring, quiet study areas, etc. (LAS)
- IWV: Astronomy observatory north-east dome requires repairs or removal (LAS)
- IWV Astronomy observatory three wooden storage sheds require repair or replacement (LAS)

Information Technology

Items are listed in priority order

Supported regardless of funding

- College-wide: 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 (DE)
- College-wide: Labster ($6,000), a virtual lab and science simulation tool (DE)
- College-wide: VisibleBody ($4,000), a virtual anatomy educational tool (DE)
- IWV: Professional development for IR staff ($10,000) to support the growing number of data, data management, and data visualization needs at the college level.
- College-wide: Pronto, an instant messaging tool to help faculty and students connect informally or formally via chat and video (DE)
- IWV: Upgrade computer in WW101 to ensure compatibility with Adobe Creative Suite and install Adobe Creative suite
- TEH: Wall-mounted TV for information/announcements, etc (EK)
- College-wide: Respondus ($2,200), a lockdown browser tool that is used in proctoring online exams (DE)
- College-wide: 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 (DE)

Supported only on alternative funding

- IWV: Hybrid tutoring cart for the LAC ($4000), just like the ones for ZIPDD classrooms. Possible alternative funding source: HEERF (LAS)
- IWV: Computer stations for student use in the art facility with network access to printers (LAS)

Not supported at this time (see notes)

- IWV: Screen and projector system in ceramics lab (LAS). IT has expressed concerns about the classroom environment's impact on the durability of the equipment. This needs to get worked out and everyone on the same page to be supported at the division level.
- IWV: Eight new laptops with webcams for the Library (LAS), no justification in document or apparent link to any gap or initiative. Traffic in library has plummeted with Covid/vaccine requirement.
- IWV: Two boom-mics for video production for the Library (LAS), no justification in document or apparent link to any gap or initiative

Marketing

Items are listed in priority order

Supported regardless of funding

- TEH: Engage a consulting firm to carry out a professional market study of the Tehachapi community (EK)
- College-Wide: All marketing captured in the LAS unit plans (LAS)
- College-Wide: All marketing captured in the CTE unit plans … though almost all of this can be paid out of SWP or VTEA (CTE)
- ESCC: Postcard mailings and radio and print advertising ($16,000), to increase enrollments on campus, particularly to populations hit hard by Covid (ESCC)

Professional Development

Items are listed in priority order

Supported regardless of funding

- For 22-23, in this category of "regardless of funding" the academic affairs division supports only those professional development opportunities that are at scale and provide PD to substantial numbers of employees, such as flex day and online faculty training.

Supported only on alternative funding

- 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

Across Disciplines

Location:

Justification:

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

- Business - ESCC
- Child Development - IWV
- Library - EK
- Academy Coordinator - EK

Full-time faculty positions not supported at this time:

- Business Office Technology - IWV

2000 Category - Classified Staff

Requests Through the Planning Process

Location:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification:

The following requests are supported:

- Associate Dean, Director of Nursing. This position is required if we are to offer an ADN nursing program. It can be paid for out of SWP until the program has had the chance to establish itself (Allied Health)
- ISEP Department Assistant II, increase from 19 hours to 40 hours (ISEP)

The following requests are not supported at this time

DA II Mammoth and DA III Bishop (ESCC) – with enrollments disrupted at ESCC, it does not seem that now is the time to hire not one but two additional positions principally for coverage. The outreach angle is promising, but it's hard to know right now what the needs for outreach will be post-Covid and post-vaccine-mandate.

ISEP Program Director reclassification and Program Coordinator (ISEP) – In laying the groundwork for a permanent ISEP office, last year's plan asked for a program manager and a program coordinator. After extensive discussions, senior management landed on a program director (one step up from a program manager), program technician (one step down from a program coordinator), and a 19-hour department assistant II. It was felt that this clearly differentiated the management/classified workloads identified in the plan while at the same time providing an additional 19 hours a week for whatever clerical tasks might come out of the woodwork in setting up the office. A year later, the ISEP program is asking for an additional 21 hours a week for the department assistant (made full-time), an additional position at the program coordinator level, and the program director position to be upgraded to a Campus Director classification. At this point, I am willing to support the extra hours of the DAII (above). I am proposing to wait on the others as the landscape will change significantly change over the next year: we will be another year into Covid and its impact on correspondence education, the new Rising Scholars program will be implemented (with its own categorical funding), and a baccalaureate program may be in the works. In Fall 2022, we will be in a better position to know what an ISEP Office 2.0 might look like.

Department Assistant III, Office of Institutional Research (IR AUP) – currently, the office is completely empty with both the director and the research analyst positions vacant. The college needs to make it a priority to hire these positions first and reestablish a workflow with a new director before committing to an additional support position.

Instruction Office Specialist

Location:

Ridgecrest/IWV

Salary Grade:

44.5

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

4,530.66 per month, Step 1

Justification:

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

Years ago there were separate positions in the office of instruction for curriculum support and for scheduling. While the work of the curriculum position was fully subscribed at 40 hours, the scheduling position was less so, and once we onboarded a curriculum management system that automated many of the curriculum tasks (CurricUNET at the time), and when the scheduling technician retired, it was an opportunity to combine the positions. The workload was always substantial for this combined position, a solid 40 hours every week, but manageable. It was that way until fall 2019, when district HR began implementing FLAC. This new process was rolled out in pieces over several semesters and now makes the schedulers the responsible parties to ensure that faculty get paid correctly through extensive backend data coding in Schedule Plus and Banner. This has become a complicated and time consuming process. On top of this, the curriculum management system that once automated a large part of the curriculum process became more and more dysfunctional to the point it has been voted off the island by the faculty in favor of a home-grown system. For these reasons, it has become necessary for the college to return to two instruction office specialist positions.

One will be entirely in support of curriculum, including organizing curriculum files, providing technical review of curriculum, assisting the curriculum committee, maintaining the electronic catalog in Banner for courses and programs, overseeing the development of the annual catalog, and serving as the liaison with the Chancellor's Office curriculum inventory system. These are all tasks currently being done by the single instruction office specialist. With a second position taking over the scheduling work, this position would additionally assume functional responsibility for the curriculum workflow, assist in the development and troubleshooting of the curriculum database, develop tables and queries related to the database, maintain the academic planners in the Navigate system, and ensure the accuracy and consistency of course and program information across the college curriculum system, Banner, Navigate, the college website, and the Chancellor's Office inventory.

The other will be entirely in support of scheduling and payroll. The work currently being accomplished in by the single instruction office specialist includes entering section and session coding for each class offered, ensuring the accuracy of all instructional and non-instructional assignments, managing FOAPALS connected to faculty load, generating and distributing staff assignments sheets according to prescribed deadlines, coordinating classroom scheduling, and updating schedule and staff assignment sheets throughout the semester as necessary. Separated on its own, the position would additionally assume all aspects of schedule building in Banner and ancillary systems, develop and produce a variety of reports and spreadsheets for schedule analysis and planning, serve as the communication lead with staff and students when classes are changed or cancelled, process absence notifications and related paperwork, and collaborate with college human resources, district operations, and institutional research to troubleshoot problems and improve processes. Depending on the workload, the position could also assist with room scheduling for non-instructional and third-party purposes, take on tasks associated with outcomes assessment tracking, provide clerical support for flex days and other professional development activities, and/or assist with other instruction office duties.

Instruction Office Specialist has been chosen for this position in alignment with past practice at KCCD, where the similar scheduling-dedicated professionals (at BC, for instance) are Instruction Office Specialists.

Describe the impact of the college if the position is not filled

The college will lack functional support for a number of its most essential curriculum components. Since scheduling and payroll have to take place, if the position is not filled the scheduling and payroll work will transfer back to (or stay with) the office's single current instruction office specialist, making it impossible to make progress on any of the curriculum items listed at the bottom of the first paragraph and scheduling items at the bottom of the second, but principally not be available to manage the home-grown curriculum management system.

Is a temporary employee currently performing the work of this position (Y/N)

No

How is the work assigned to this position presently accomplished

Some items in the above lists are not being done currently, some items are being done by the curriculum management system, some are being done by the current single instruction office specialist—though some of *those* are being done only as opportunity permits.

Staffing Resource Request Analysis for AY 2024-2025

The following permanent positions emerged through the annual planning process. They collectively represent needs that were identified in this year's analysis of the Unit Plans, Section Plans, and Division Plans. Positions are proposed through the annual planning documents so that requests stay current, relevant, and tie back to Mission, program and College strategic goals, and the California Community Colleges Chancellor's Office Vision 2030.

Instruction

Faculty:

The following faculty positions have been requested through the Annual Unit Plans and are presented in the order in which they were prioritized by the Academic Senate and in alignment with administration's assessment of need. Cerro Coso Community College was allocated one faculty position for the 2024-2025 year in order to maintain compliance with the District's Faculty Obligation Number (FON). In agreement with Academic Senate leadership Cerro Coso pursued faculty recruitment for Nursing (IWV) to support the anticipated Associate Degree for Registered Nursing. It was mutually agreed that should Cerro Coso Community College receive approval to offer the baccalaureate in Cyber Security Technology, Dr. Hancock would pursue the allocation of another faculty should that position be required to support the new degree. This position was not prioritized by the Academic Senate merely due to our not having received approval by the State Chancellor's Office.

Nursing (IWV)

Academy (EK)

Addiction Studies (IWV)

Child Development (IWV)

Computer Applications Specialists (IWV)

Classified:

Program Coordinator, Allied Health (IWV). Supported. This position has already been approved for hire on grant funding (COF). This position is supported by grant funds that are being received in 23-24 and good for up to two years (COF).

Administrative Secretary (IWV) – Allied Health. Supported. This position has already been approved for hire on grant funding (COF). This position is supported by grant funds that are being received in 23-24 and good for up to two years (COF).

Laboratory Tech I, Allied Health (IWV). Supported. This position has already been approved for hire on grant funding (COF). This position is supported by grant funds that are being received in 23-24 and good for up to two years (COF).

Teaching Assistant/Lab Tech Position, Visual and Performing Arts (IWV). Supported. This position would replace the former teaching assistant position for the Arts department. A new position needs to be created to cover the essential duties and responsibilities that had been carried out by the individual in the former position. This is most similar to a reclassification request for a vacant position.

DA III, Early College (EK). Not supported. The addition of an educational advisor was supported for 2023-2024 to support early college. And the addition of and Educational Advisor, Early College to serve ESCC to support the Sierra K16 Collaborative (categorically funded).

Educational Advisor, Early College (ESCC). Supported. College-wide, we have increased by 30%+ year over year for the last two years. As part of the Sierra K16 Collaborative, four of our high schools will be funded for early college pathways in education and medical, and a position is needed to coordinate and track students through these pathways. Cerro Coso is receiving $571,000 through the Collaborative. This position will be fully funded through the grant, and contingent on funding.

Library Technician (IWV). Not supported. Additional library support for digitizing books and maintaining the currency of libguides, while important, is not as crucial as other requests at a time when the level of state funding is uncertain. As we begin implementing the accessibility work, however, it will be crucial to revisit this position next year.

Program Coordinator, Academy (EK). Not supported. While this program has the potential for growth, the college just hired a full-time academy director who is working toward but has not yet realized the full potential. Some of the growth envisioned in the justification will take place only once the college has moved to a permanent new location. It is suggested that we revisit this after the facilities questions are addressed and the program has had the chance to get on a firmer footing.

Laboratory Assistant (part-time) (ESCC). Not supported. Given the limited number of hours and the requirement to work at both campus locations, it will be very difficult to develop interest in this position. In the meantime, microbiology at Mammoth in spring 2024 is being handled in a different way (and the position wouldn't be hired before then anyway), so there is some time to consider other possible solutions before hiring a permanent position that we've never had before.

Program Coordinator, Early College (EK). Not supported. In building out the Early College unit, it seems prudent to take one step at a time before looking at another higher-level classified position. As noted above, there is support for an additional educational advisor for ESCC, an area that may experience growth as part of the Sierra K16 Collaborative. This will allow us to see the impact of the additional early college staffing and better assess ongoing needs.

Program Coordinator (ESCC). Not supported. 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 significant losses in enrollment due to COVID.

Librarian Technician I (ESCC). Not supported. Requested in the LRC unit plan. It's unclear what the need for this position is in terms of LRC usage and appears duplicative in some respects of the request for the program coordinator in the ESCC and LAC section plans. In context of campus services recovering from the disruptions of COVID, any commitment to a long-term reorganization seems premature until usage patterns establish a need.

Administrative Secretary, Allied Health (IWV). Not supported. This part-time or split position was 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 dean position, which will presumably take on some of the higher-level tasks identified in the request.

Department Assistant III, ISEP (EK). Not supported. Reclassification. At this time, the reclassification request does not provide sufficient justification of a significant change in work, workload, or work type to justify consideration of reclassifying an employee's current job type.

Program Coordinator, ISEP (EK). Not supported. Reclassification. At this time, the reclassification request does not provide sufficient justification of a significant change in work, workload, or work type to justify consideration of reclassifying an employee's current job type.

Program Technician (EK). Not supported. Reclassification. At this time, the reclassification request does not provide sufficient justification of a significant change in work, workload, or work type to justify consideration of reclassifying an employee's current job type. The Program Technician request states that the employee will submit a JAQ, so it is best to let that process run.

Teaching Assistant, Child Development/Early Childhood Education (Bi-lingual in Spanish/English) (IWV). Not supported. As we look to replace an existing tutor services team lead, it might be worth looking into our ability to prefer a bilingual Spanish/English candidate for the role to

support increased continuity with tutoring services specific to Child Development/Early Childhood Education.

Management

Program Manager, Career Center (EK, KRV, ESCC, IWV). Not supported. The Job Development Specialist position was revisited, and changed to a program coordinator, and remains vacant after two failed searches. The short-term and long-term needs with regard to the work previously assigned to the Job Development Specialist requires further investigation before adding a management position.

Director, Incarcerated Student Education Program (ISEP). Not supported. Reclassification. Requested in the ISEP section plan as a reclassification of the existing program director. This position was reclassified last year. With the CDCR closures, and a shrinking enrollment, the scope of work will be diminished. We will be in a better position to assess these changes in the future.

Student Services

Classified:

Enrollment Specialist, Outreach (IWV). Not supported. The outreach department has been expanded over the last couple of years, including the recent permanent hiring of the Department Assistant III position and the outreach-oriented Educational Advisor identified in previous planning. With these positions added, there must be time to assess their impact on the department.

Special Services Assistant, Access Programs (Part-time) (EK). Not supported. This position was filled for many years and vacated due to a retirement. Attempts were made to re-fill the position immediately after the retirement, but the search failed due to insufficient pools. Recruiting for the position was put on hold during Covid due to declining numbers in Access programs. The position has continued to be budgeted for and the regrowth in Access students both at the Tehachapi Campus and the prison. However, it will not be recruited in the upcoming year, but is expected to be proposed for 2025-2026 if the programs at Tehachapi continue to recover at the current rate.

Admissions & Records Tech I, CTE (IWV). Not supported. This was requested within the Allied Health AUP. Allied Health has received approval for a program coordinator, an administrative secretary, and a lab technician I, which will help to offset some of the preparation of paperwork and processing that Admissions and Records has been doing.

Admissions & Records Technician II, (IWV). Not supported. Administration absolutely recognizes the substantial increase in load in Admissions and Records due to fraud. However, this is a situation that is still developing and the potential impacts of district and state mitigation measures have yet to be realized and assessed. Similarly, initiatives like transfer articulation and auto-awarding are in early stages of development and the workload impacts are unclear. There needs to be an opportunity to assess these impacts before adding a permanent position.

Department Assistant III, Athletics (IWV). Supported. During the 2023-2024 academic year, the part-time DA II position was temporarily made a full-time DA III position, forgoing the filling of the vacant part-time DA III position. The request is to maintain the DA III position as a full-time position in lieu of maintaining the existing structure of two part-time DA positions (DA II and DA III).

Program Coordinator, Financial Aid (IWV). Not supported. Oversight of Financial Aid was just reorganized in the last year to have its own dedicated Director, previously shared with Admissions and Records, which has substantially increased support for the department. There needs to be an opportunity to assess this impact on program growth and development before considering adding an additional permanent position.

Department Assistant III, Financial Aid (IWV). Not supported. There is currently already a DA II serving the department. For years the college had two Financial Aid Technicians. The relatively recent addition of the third technician was justified partly on supporting and expanding financial aid support and outreach activities in Financial Aid. Additionally, the outreach department has been expanded and is helping to support financial aid in outreach functions in a way it has not before. With growth and development in student populations and students applying for/being awarded financial aid, this can be revisited.

Administrative Services

Classified:

Site Maintenance & Operations Specialist (IWV). Supported. This position will support custodial, grounds, and maintenance required with the addition of the new Outdoor Sports Complex. This multifaceted position will help ease the burden on an already overtaxed M&O department.

Public Safety Officer 1 (30 hrs/wk, 10 month) (IWV). Not supported. This position is currently a 19-hour 12-month position and had yet to be filled. We will proceed with the current vacancy and evaluate the need to increase the hours for possible inclusion in next year's planning cycle.

Department Assistant II, Safety and Security (IWV). Not supported. While this position can replace the current implementation of Security Liaison at the Safety and Security Office and provide significantly more robust support for the Unit and the College, at this time with the anticipated need to find ways to reduce expenses, this position is not supported as a general fund expense. If more revenue can be generated through Parking, or other funding sources can be identified, this position could be resubmitted for a future planning cycle.

Facilities Clerk (IWV). Not supported. Reclassification. This job title does not exist. Decision was made to not replace the retiring campus receptionist (40hr) and the existing receiving clerk (19hr) position was made full time. A JAQ was submitted that encompasses the full range of duties.

President's Office

Classified:

Program Coordinator, Student Equity (IWV). Not supported. Since this request was submitted, a program coordinator has been hired to support the NASSSP, and two faculty have been assigned release time to support the work of the Umoja program. Future needs can be assessed over the coming year contingent on funding.

Department Assistant III (IWV). Not supported. Since this request was submitted, a DA III from last year's planning cycle was hired to serve both the director of equity and inclusion and the Outreach Department.

Web Content Editor (IWV). Not supported. Web content support was offered by the District Office but was not utilized by the department. Understanding that there was added workload in response to going live with new website, additional time is needed to assess the workload once the website updates are completed.

Print Shop Clerk (Part-time) (IWV). Not supported. The department should explore the capabilities of the new printer to allow for printer jobs to be sent directly to the machine when graphic design services are not being requested. This could significantly reduce the time that our graphic designer spends on simple print jobs.