Career Technical Education Department
ASP for Academic Year 2024-2025
November 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. More recently, CTE also includes a series of noncredit courses to address short term vocational training for incumbent workers or those looking to upskill their career readiness.

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 six CTE departments at Cerro Coso Community College: Allied Health; Business and Paralegal Studies; Information Technology and Digital Media Arts; Child Development; Industrial Arts; and Public Safety/Administration of Justice.

Review And Planning

Performance and Equity Gaps Still to be Addressed

As summarized from the individual unit plans

Allied Health: Low enrollment of males in nursing related courses/programs that are typical to state and national trends. Current national trends show males comprise of roughly 8% of nursing. Continued low enrollment of males in medical assisting courses/programs as evident by regional and national trends.

Business & Paralegal Studies: The department will continue to monitor progress towards male students and those 17 or younger.

Child Development: The department has been closely watching several target demographics, and is concerned by the change in retention for African American students (retention down -8% from 2021-22 to 2022-23) and the DSPS students served (retention down -9% from 2021-22 to 2022-23).

Industrial Arts: The female population remains to be underrepresented compared to the college as a whole. This is to be expected as the female population of welders only equals 6% in the United States.

Information Technology & Digital Media Arts: (BSOT)-The success rate rose from 63% to 66% from 2021-22 to 2022-23, however, it is significantly below the college average. The American Indian population significantly declined in success from 71% to 33% whereas other ethnic groups moved up. (IT)-The success rates, for IT/Cyber dropped from 2021-2022 of 79% to 73% in 2022-23. The success of men fell 2% from 76% to 74% whereas women's rates fell from 84% (2021-22) to 72% (2022-23). The completion rates are also below college levels. The college completion rate is 89% and the IT department rate is 86%. This completion rate is just 3% lower. (DMA)-Overall, significant gaps include department completion and success, men's success, women's completion, African American success, and Hispanic/Latino completion and success.

Public Services: The department was able to achieve more female instructor hires, and the female student equity gap closed by 1.9% this year (from 25% to 26.9%). The ethnographic distribution of our students is more concentrated in some areas, for instance college-wide data for Hispanic/Latino students is 46.5% vs PUBS 63.2%. For white students, college-wide 34.8% vs PUBS 24.7%. These differing percentages both demonstrate a shift in department areas of focus and geographic locations, due

to course offerings in the ACAD series being offered in Bakersfield through the KCSO partnership. From an ethnographic perspective, more effort in the Eastern Sierra for American Indian and service area wide for African American students needs to be addressed by more course offerings in these geographic areas and through subject matter inclusion, like UMOJA content in ADMJ and Traditional Knowledge in our upcoming forestry courses. The longest standing and most significant gap remains the female population. As more courses and programs are developed this current academic year like Fire and Forestry, we hope this will balance the proclivity of male dominated subjects like ACAD and ADMJ to be more balanced department wide.

As indicated in Institutional Research program data sheets

Significant gaps (6% or more from college average) were found in the following programs:

- Addiction Studies: Overall Success and Completion Rates
- Human Services: Overall Completion Rate
- Business: Overall Completion Rate
- Paralegal: Overall Success and Completion Rates
- Business Office Tech: Overall Success and Completion Rates
- Digital Media Arts: Overall Success and Completion Rates
- Information Technology: Overall Success and Completion Rates
- Administration of Justice: Overall Success Rate

Last Year's Initiatives

Increase CTE Program Pathways & Enrollment

Completed, and ongoing.

CTE at Cerro Coso has seen tremendous growth over the past three years. Between AY2021-22 and AY2022-23, CTE has increased the number of CTE courses offered by +11%, the number of sections offered by +15%, census day enrollments by +18%, FTES by +15%, and FTEF by +13% as indicated in the table below (KCCD Tableau Dashboards).

CTE COURSE	2020-21	2021-22	2022-23	LY Change
Course Count	147	161	179	+11%
Section Count	444	482	555	+15%
Census Enrollment	9.742	8.795	10,418	+18%
FTES	1,139	1,069	1,235	+15%
FTEF	90.70	94.74	106.87	+13%

New CTE programs that have been developed include: Addiction Counseling Studies, Industrial Process Technician, Nutrition & Dietetics, Wildland Fire Technology, Cloud Computing, Linux, Child Development Associate Teacher in Spanish, and a reorganization of the Business Office Technology courses.

In nontraditional settings, CTE programs have expanded within dual enrollment to include a business pathway at Cal City high school and a digital media arts pathway at Tehachapi high school. In the prison, paralegal studies pathways have been implemented across the yards. Allied Health's medical assisting program has launched a partnership with nonprofit organizations to reach students across the state, as well as entered into Bakersfield's service area (by request) to offer the highly desired program for those looking to enter healthcare fields.

There has been a significant amount of growth across CTE in a short amount of time. Departments continue to seek new opportunities for course development and programs that meet student interests and employment needs of regional industries. This will be an ongoing initiative with a target 3% growth rate.

Non-credit Course Development

Completed, and ongoing.

Most recently, CTE has brought forth two noncredit programs and a series of courses that will be developed into short-term vocational programs. CTE faculty have built the curriculum for a noncredit truck driving program, including endorsements. There are also a series of Allied Health courses being offered as noncredit and an ESL for the Workplace training series. In addition, departments are continuing to look at the current programs to determine if noncredit options are a more viable option.

Initiatives for Next Academic Year

Improve Workforce Programs that Respond to Local Industry

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

As a continued CTE initiative, the departments will create, develop, and refine programs to respond to workforce needs. This would include strengthening support for existing programs and identifying additional needs for new programs.

As summarized from individual unit plans

This initiative includes new development of:

- Clinical Medical Assisting Dermatology and Esthetics Certificate
- Clinical Medical Assisting Radiology Assistant
- Forklift training certification
- OSHA 10 certification
- Fluxcore D1.1 structural tests
- Airframe and Powerplant Certificates
- Project Management Professional Certificate
- Baccalaureate degree(s)
- Certified testing centers for licensure
- Forestry program
- Computer Application Specialist program
- Computer Basics noncredit program

This initiative includes support for:

- **Strengthening career center services at the college**
- Seeking American Bar Association (ABA) approval for paralegal studies
- Increasing dual enrollment pathways in local high schools
- Classroom space for in-person pathways at Tehachapi campus
- Expanding available pathways at ESCC campuses
- Increasing pathways in prison education program
- Bringing more programs through the OEI process
- Increasing availability for courses taught in Spanish
- Increasing access to OER resources for students
- Expanding POST training courses
- Becoming a POST certified Modular I training facility
- Continuing assigned Director/Coordinator load for specific programs (Addiction Studies, EMT, LVN, RN, ACAD)

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

- Faculty identified to champion new programs
- Advisory meetings held to develop and revise curriculum
- Adequate facility spaces will be explored for programs
- Training/professional development for faculty to update certifications

Does the department request help developing these instruments?

Yes

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

- Increased number of CTE programs available
- Increased noncredit options for Career Development and College Preparation (CDCP)
- Improved quality of existing programs and ongoing support to maintain stability
- Improved outcomes from success and retention, to completion and direct employment

Person Responsible:

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

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a gap in student equity, It addresses a Guided Pathways practice, It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal, It addresses an Educational Master Plan direction

Strengthen Career Pathways to Employment

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- **Hire the staffing needed to support a robust career services center at the college** *(This initiative will not be effective without support for implementation)*
- Utilize grant funding (LAEP) to support and engage employers in internship opportunities across multiple CTE departments
- Engage advisory boards, local employers, and community members in job training for students
- Participate in Career Fairs, Career Exploration events, and outreach to increase awareness of CTE program/career pathways available
- Develop career readiness workshops for students
- Create a "Career Closet" with charitable contributions for appropriate job attire to support students in need
- Maintain the college's Job Speaker platform to post current positions and internships available
- Advise students towards career strengths and interests

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

- Recruit for staffing of a management and classified position to run the Career Services Center
- Employers will actively participate in job postings on the college Job Speaker platform
- Employers/Students will engage in meaningful paid/unpaid internships during their course of study
- Increased number of apprenticeship opportunities
- Funding will be explored to supplement paid work experience opportunities and support students in training
- Increased participation with Employer Training Resource to support students engaged in work experience
- Students will receive job training skills, and support through the application process (resume building, cover letters, interview prep, mock interviews, career counseling, etc)
- Increased student participation and recruitment through the college Job Speaker platform

Does the department request help developing these instruments?

Yes

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

- Career Services Center will be staffed with a manager and classified position (at minimum) to effectively meet student needs
- Students will connect with jobs related to their field of study
- Students will find employment after program completion
- Students will earn a living wage after program completion
- Students will gain valuable work experience to strengthen career readiness and employability
- Student enrollment in CTE programs will increase (due to increased marketability with direct employment outcomes)

Person Responsible:

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

Unit gap or institutional goals addressed:

It addresses a Guided Pathways practice, It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal, Other. Explain below

It addresses the employment metric for CTE funding (Perkins/SWP) and the Student Centered Funding Formula.

Scaled Implementation of Credit for Prior Learning

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

CTE will be championing the implementation of credit for prior learning processes at the college. This will allow students with military or specific training backgrounds to be able to earn college credits for their experience, improving momentum toward students' end goals.

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

- Identify programs in CTE that can implement credit for prior learning
- Develop procedure and process for faculty/administration to award and students to apply for CPL
- Market the availability of CPL to targeted groups that could benefit most from CPL
- Form a collaborative working group of CTE, counseling, admissions, and other constituents for wraparound support in implementation
- Curriculum will be brought through CIC with the CPL option

Does the department request help developing these instruments?

No

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

- Information on CPL process will be posted on the website
- Application and intake forms will be available for students
- CORs will include CPL options, as applicable
- Students will earn credits towards applicable certificate and degree programs
- A designated CPL Coordinator will be identified

Person Responsible:

Dean, Counseling, Admissions and Records, Faculty Chairs, Faculty Leads, Faculty

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a gap in student equity, It addresses a Guided Pathways practice, It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal

Resource Needs

Facilities

Office Space and Storage:

- Ongoing office space for new employees (faculty, management, and classified) at IWV
- Ongoing space for classroom instructional materials, in which the equipment needs to be near or in a dedicated classroom space
- Storage options for CTE promotional materials and non-instructional supplies that are accessed on a frequent basis

CTE Vehicles:

- Ongoing collaborative support with M&O and CTE to schedule servicing and maintenance on fleet vehicles

Includes approved requests from the individual unit plans

Allied Health:

- Additional cabinets for the skills lab area for nursing to help with storage and security of items (all sites).
- Additional offices, classrooms, laboratory space, student areas (study rooms, computer rooms, break rooms) to include an area for advising/counseling for students.

Facilities requests for the Tehachapi campus include space, plumbing (for sinks), and adequate storage.

Business & Paralegal Studies:

- None at this time.

Child Development:

- Support for replacement of Child Development Center Facility equipment and classroom materials, as it represents a "lab" environment for student learning.

Industrial Arts:

- Requests from INDA will be evaluated based on immediate needs and alternative funding sources available

Information Technology & Digital Media Arts:

- Adequate space to run IT programs at the Tehachapi site, to include space for laptop carts to run an IT C101 course.

Public Services:

The requests below were included in the Tehachapi facility master plan requests and address space issues to adequately run CTE programs at the site location.

- Dedicated space at Tehachapi campus to effectively run a POST academy, to include:
    - Minimum 600 sqft of storage space for equipment
    - Secured parking area for academy vehicles (3 patrol vehicles and 2 trailers)
    - Arrest Control space 10sqft per student, minimum of 2,000 sqft, ideal 3500sqft
    - Work Sample Test Battery obstacle course, approximately .25 mi long and a 1.25 mi running track or space

- 1500ft x 1500ft driving area without obstacles (i.e. parking curbs, basketball hoops, etc.)
- Electronic sign usage during academy training with vehicles, approximately 10 days during the academy
- 1 workout room, approximately 2,000 sqft
- 3 dedicated offices able to be secured to store academy files and private meeting space with students due to sensitive background issues, approximately 600 sqft total
- Shooting range access in the Tehachapi area
- Locker/changing room for students
- Break room/fridge area (students spend 24 hours a week minimum at the academy with weekend days exceeding 10 hours)
- Open or modular classroom approximately 2,000 sqft

Information Technology

Includes approved request from the individual unit plans

Allied Health:

- 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 & Paralegal Studies:

- Continued support for LinkedIn Learning subscription service. *Can be fulfilled with alternative funding.*
- Continued funding for LEXIS+ for students at a current cost of approx. $5,760/year. Costs may vary by year and number of students. NexisUni access is currently provided by the library. *Can be fulfilled with alternative funding.*

Child Development:

- Continue subscription to Ed.flicks. Currently videos are not able to be embedded into our Canvas shell. This creates a process where students have to click through several links outside of their class to view the videos. This continues to be a challenge for faculty and students. If there is a way to be able to embed them the videos will be used even more often, and would be of great value to our online course content. *Can be fulfilled with alternative funding.*
- Child Development Center classrooms need to have secure storage for the Swivl and iPads when not in use.

Industrial Arts:

- Organize wiring in office
- Install new phone line for lab aide desk

Information Technology & Digital Media Arts:

- Continued subscription for LinkedIn Learning *Can be fulfilled with alternative funding.*

Public Services:

- ADMJ needs to maintain 35 laptops for the Modular POST academy to meet certification/accreditation requirements. It currently has 16. *Can be fulfilled with alternative funding.*

Marketing

As summarized from the individual unit plans

All Departments have indicated the need for more advertising, flyers, pamphlets, promotional materials to be given out at events and over a variety of media platforms. A need for increased presence at events across multiple sites, updated website pages, additional boosted advertisement of any new and developing programs.

Professional Development

As summarized from the individual unit plans

All Departments - have indicated the need for continuous training, maintenance of certifications and skills, and conferences for professional development. *This can be supported through alternative funding.*

Other Needs

As summarized from the individual unit plans

- **Bilingual support** services and resources across college departments, as the Spanish-speaking student population continues to grow, we need to have adequate support services for them across the college (library, bookstore, counseling, etc)
- Adequate staffing for the **Career Center** to support internship opportunities, employer engagement opportunities, student employment services, job readiness, and placement assistance to improve on the CTE metrics for job placement.
- **Admissions and Records** support for CTE's unique student populations in apprenticeships, academy, and third-party contracts that require manual enrollment management. Tracking and supporting the enrollment of these programs and assisting students requires more support.

Specific to the POST Academy courses:

The ACAD program is requesting an instructional professional expert hourly rate increase to maintain partnership and enrollment abilities in our ISA contracts. Bakersfield College has begun paying police professional experts $55/hr, while ours is $45/hr. We are requesting a $58/hr pay rate. For 5 years the program accepted a reduced rate for 115 instructors in our ISA contracts to ensure program solvency. This program has exceeded FTE and SCFF expectations and only continues to grow, both in curricular growth and enrollment. This program now accounts for 5% of the college wide FTEs. As the growth increases, the demand on instructors is increasing as well with additional professional certification requirements by POST, cost of living, and release time cost for the law enforcement agencies. These instructors are specifically excluded from the KCCD-CCA contract for labor negotiations and therefore need to be represented within the departmental budget.

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

Program Manager - Career Center (COF)

Location:

Ridgecrest/IWV

Justification:

Cerro Coso Community College's Career Center has been lacking key personnel to be able to sustain essential services and reach its full potential within the areas of Career Technical Education (CTE). The Career Center is responsible for a number of career readiness and job skills services. One of the most vital, being the intake and onboarding of student workers, which impacts the productivity of multiple administrative departments at the college. At this time, that duty has been supported by the classified staff in the Office of Instruction and requires a minimum of 40 additional hours a month, which cannot be sustained.

In addition to student workers, another avenue of employability for students is through employer job postings (currently integrated using Job Speaker platform), work-experience courses, apprenticeships, and internships (both paid and unpaid). The college currently doesn't have the capacity to expand on all of these areas under the current structure of the Career Center, which historically was run by one classified Job Development Specialist position.

As a standalone classified position previously, the Career Center struggled to provide the full scope of services in an efficient manner for students. It is recommended that we have a Program Manager to lead the initiatives and provide adequate support to sustain and grow the career services available to students and the community. This person would oversee grants programs related to apprenticeships, employment assistance (LAEP), and work with local work force development boards, and partnerships with Employer Training Resource.

As part of the accountability for categorical grants, Perkins and Strong Workforce, the college needs to report on progress toward the following metrics:

• student employment rates (Perkins)
• percentage of students employed in their field of study (SWP)
• median annual earnings (SWP)
• students who attain a living wage after completion (SWP), and
• students employed in 2nd fiscal quarter after completion (SWP/Perkins)

Attainment of the regional living wage is also a metric within the Student Centered Funding Formula. Allocating the necessary support staff to the Career Center will enable us to assist students to reaching not only their educational goals, but also their career and workforce preparation goals.

The duties of the Program Manager (Career Center) – COF proposed position include:
• Manage the implementation of job skills workshops such as resume building, interview preparation, soft skills training, dress for success
• Manage the implementation of career exploration events with local high schools, college, and community
• Manage the timely processing of student worker job postings, applications, and training
• Organize and implement student success strategies using variety of career exploration tools, job readiness skills
• Represent Career Technical Education career services at community meetings, Chamber of Commerce, and work force development boards
• Develop employer partnerships for potential internships and apprenticeships, prepare and maintain contracts
• Manage implementation of contract education opportunities with employers
• Engage with CTE Advisory Boards
• Managing timely updates to database for employer contracts, articulation agreements, employer MOUs, CalJobs, Job Speaker, Employer Training Resource
• Monitor the careerservices@cerrocoso.edu email inbox and facilitate responses as applicable
• Supervise and coordinate department planning and operations; personnel supervision, including development and evaluation of all support staff.
• Coordinate the release of project information and outreach activities to familiarize students with the services and programs of the college
• Participate in meetings and conferences related to programs within the assigned area; disseminate information, coordinate projects and implement procedural changes; follow up on action items, and develop program reports as needed;

The Program Manager (Career Services) - COF would coordinate and manage the following areas within Career Technical Education: internships, apprenticeships, work experience courses, student employment, CalJobs program management and contracts, contract education, career exploration events, employer education partnership MOUs, career readiness workshops and tools, Job Speaker account management, LinkedIn Learning account management, Career Center budget management, and Learning-Aligned Employment Program (LAEP) management.

Currently the Dean of Career Technical Education supports the management of these programs. At this time, these programs are not able to be managed as effectively as possible due to the increased work load of CTE. CTE programs have increased in the number of courses, students, faculty, and scope of courses available across services areas and online. Categorical funding is partially contingent on showing progress in career outcomes of students and the college would benefit from a comprehensive structure focused on career-oriented services.

For reference:
Program Manager: Grade D

This position would be supported by a percentage of categorical grants, and would be contingent on funding.

Allied Health

Location:

Ridgecrest/IWV

Justification:

This section plan supports the requested positions:
Social Work/Human Services and Addiction Studies Faculty Position
Nursing - Faculty position

Child Development

Location:

CC Online

Justification:

This section plan supports the following position requests:
Bilingual Adjunct Librarian
Full-time Child Development / Early Childhood Education (Bi-lingual in Spanish/English)

Public Services

Location:

EKC Tehachapi

Justification:

This section plan supports the following positions request:
Academy Instructor

Information Technology

Location:

CC Online, Ridgecrest/IWV

Justification:

This section plan supports the following position requests:
Computer Application Specialist Instructor (formerly approved last year as a BSOT instructor)
Information Technology/Cyber Security Instructor for baccalaureate program

2000 Category - Classified Staff

Allied Health

Location:

Ridgecrest/IWV

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification:

This section plan supports the following position requests:
Program Coordinator for Medical Assisting (COF) - to be supported through Futuro Health
Administrative Secretary (COF) - to be submitted through Kern Health Systems Grant
Laboratory Technician I (COF) - to be submitted through Kern Health Systems Grant

Admissions and Records

Location:

Ridgecrest/IWV

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification:

This section plan supports the request from A/R for:
Technician

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Academic Affairs Department
ADP for Academic Year 2024-2025
January 2024

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Executive Summary

Executive Summary

In AY 23, division addressed several goals in optimizing enrollments as it juggled in-person return from the vaccine year of AY 22, the evaporation of interest in synchronous remote delivery, the ending of correspondence education, the much increased appetite for dual enrollment, and--the biggest surprise of all--the sudden prison closures affecting two-thirds of our vigorous and successful program. Around this, the division improved on metrics related directly and indirectly to completion of student ed goals that positioned it do well on the Student-Centered Funding Formula. And it completed its project to create an in-house curriculum management system—at least the COR part—putting the college on a much more stable foundation for curriculum.

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 bolster the early college program that has grown in such leaps and bounds in the last year. It needs to make progress on the unstable campus situation in Tehachapi. It needs to continue to absorb the disruptions in the ISEP program caused by the prison closures and turn those challenges back into opportunities. And it needs to re-establish a functioning and helpful career center to assist students in the transition from college to work.

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 – this goal directly addresses all Vision for Success goals. Strategies for this goal include strengthening early college communication and K-12 partnerships, increase enrollment for Native American students from the ESCC area, expand and increase CTE offerings at ESCC, identify and better support first-time and first-generation students at ESCC, systematically examine the cause behind equity gaps in Letters and Sciences, improve workforce programs that respond to local industry, strengthen career pathways to employment, and implement credit for prior learning processes in CTE.
- Tighten up components of the instructional division – by addressing staffing and operational uncertainties in offices across the division, this goal indirectly addresses all Vision for Success goals. Strategies for this goal include creation of an early college office, re-founding the career center with capacity for greater initiative, establishing a Tehachapi summer career camp (summer 2025), making progress on a new Tehachapi campus location, and stabilizing the ISEP program at CCI and expanding it beyond just CDCR.

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 a third of enrollments (just 32.3% in AY 23) and of headcounts (33.8%). Where this disparity is greatest is in the online program, where almost a full three-quarters of enrollments are women (9,874 vs. 3,486 men).

The biggest equity gap in terms of success continues to be Black students. After seeing improvement in (non-incarcerated) Black student success in AY 22 compared to AY 21, last year saw some return to the mean both overall and online. Overall, Black students succeeded at a 63% rate in AY 23 compared to 67% in AY 22, with the college success rate from non-Black students staying even at that time at 79%. Online, Black students declined from the AY 22 high of 61% back to 55%, compared to non-Black students who also saw a decline from 75% to 73%. On a positive note, both the overall and online rates were the second best on record after the Covid-affected year of 2021-22.

Program Review

The division began to dig its way out of the program review hole of AY 22, when only a single instructional program fully completed the program review process all the way through to presentation at College Council. In AY 23, four instructional program reviews were completed representing two functional units (Library and Honors) and eight different degrees and certificates (Web Design x3 and Child Development x 5).

Prior Year Initiatives

Optimize enrollments through effective schedule building and partnering with outreach services – The division worked on several layers in optimizing enrollments as it continued to juggle enrollments in-person and online after the vaccine year of AY 22. While FTES overall dipped from 2,818 in AY 22 to 2,786 in AY 23, the number of in-person FTES (no dual enrollment, no prison) climbed from 465 to 648. At the same time, prison FTES in the ISEP program fell as expected because of the return to in-person instruction—and socially-distanced in-person instruction at that—though more than expected: from 580 in AY 22 to 364 in AY 23. While the announced closing of Cal City prison and of D-yard at Tehachapi wasn't expected to hit until the summer, it nevertheless had a noticeable impact on spring enrollments. Dual enrollment FTES climbed from 152 in AY 22 to 270 in AY 23, a new peak for the early college program. To help with optimizing enrollments, the office of instruction implemented the scheduling mailer during this year, which accompanied both fall and spring semesters, and the outreach department in student services aggressively ramped up a series of calling campaigns.

Improve completion of students ed goals – the division continued to lay a great stress on closing equity gaps through professional development. Both fall and spring flex days featured general and breakout sessions related to culturally responsive teaching and learning as well as strategies for improving accessibility across delivery modes. Included in the flex day offerings were sessions related to hands-on and active learning. While these sorts of trainings bear fruit farther out than the semester they are presented, the most recent SCFF data show large gains in the student success metrics related directly and indirectly to student ed goals:

- Associates for Transfer: **UP** 10% (161 to 177)
- Associates: **EVEN** (222 to 222)
- Certificates: **UP** 68% (111 to 187)
- Transfer Level Math and English: **UP** 200% (50 to 150, though I am skeptical of this very large number … we will wait and see when the dust settles)
- Nine or More CTE Units: **UP** 53% (599 to 914)

Implement college-based systems for curriculum and outcomes assessment – considerable progress was made on this initiative as the college officially decoupled from eLumen: a temporary system was implemented, a database was designed, an interface was constructed, and a workflow was tested. Two courses were successfully piloted at the end of the spring semester for the local COR. Implementation of the POR is scheduled for AY 24.

Build trust and respect throughout the Academic Affairs organization – it turns out that the climate survey task force recommendations did not include anything specific for the office of instruction other than to engage in college-wide activities. In the meantime, the division continued with initiatives to improve communication and transparency, including regular team meetings of instruction office staff and better and more consistent messaging to part-time instructors.

Next Year Initiatives

Annual goals in Instruction are shaped by internal and external factors. Most proximate is the college's strategic plan; for this planning period, the 2021-2024 Strategic Plan is in effect, with its goals to maximize student success and access, narrow student equity gaps, and strengthen organizational effectiveness. Initiatives are also shaped by the most recent educational master plan, a new one having been finalized in AY 23b with key initiatives in the areas of access (ZTC, CVC, tribal grants, Spanish language programs), instruction (BS degree, guided pathways, equitable placement), and outcome and student services (care units, cohort approach, individualized supports, and coordinated communication plan). 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.

Given this nesting set 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 Instruction, the following goals are being set for the 2024-2025 academic year:

- Optimize performance on the Student-Centered Funding Formula – this goal directly addresses all Vision for Success

goals. Strategies for this goal include strengthening early college communication and K-12 partnerships, increase enrollment for Native American students from the ESCC area, expand and increase CTE offerings at ESCC, identify and better support first-time and first-generation students at ESCC, systematically examine the cause behind equity gaps in Letters and Sciences, improve workforce programs that respond to local industry, strengthen career pathways to employment, and implement credit for prior learning processes in CTE.

- Tighten up components of the instructional division – by addressing staffing and operational uncertainties in offices across the division, this goal indirectly addresses all Vision for Success goals. Strategies for this goal include creation of an early college office, re-founding the career center with capacity for greater initiative, establishing a Tehachapi summer career camp (summer 2025), making progress on a new Tehachapi campus location, and stabilizing the ISEP program at CCI and expanding it beyond just CDCR.

Resource Needs

Facilities

Items are listed in priority order. Basic and/or ongoing facility requests related to the work we do—classrooms, office space, vehicle maintenance, etc.—are not independently listed.

Supported regardless of funding

1. TEH: replacement of office chairs (EK)
2. IWV: complete the renovation of the director's office, provide sufficient furniture (OIR)
3. IWV: install retractable shades in art studio rooms (LAS)
4. IWV: accessible on/off switch to the compressed air and vacuum lines at the IWV chem lab (LAS)
5. Mammoth: accessible on/off switch for natural gas lines at lab (LAS)

Supported only on alternative funding

1. Bishop and Mammoth: Replace existing heavy Zoom room furniture with nesting tables and chairs (ESCC)
2. IWV: storage options for CTE promotional materials and non-instructional supplies (CTE)
3. All sites: additional cabinets for nursing skills labs (CTE)
4. IWV: remove old automotive lift in the welding yard (CTE)
5. IWV: remove solar house in backyard of welding lab (CTE)
6. IWV: remove exhaust unit from the north wall of WW 147 (CTE)
7. IWV: Install more 220 V receptacle near demo station in WW 147 and on west wall in WW 198 (CTE)
8. IWV: Install curtain around virtual welder (CTE)
9. TEH: long list of law enforcement academy items (CTE)
10. IWV: Better 2nd floor signage in LRC (LAS)
11. IWV: replacing water fountain in the LRC with a water bottle filling station (LAS)
12. IWV: cell-phone charging station installed (LAS)
13. Edwards AFB: site vehicle (EC)
14. Bishop: site vehicle (ESCC)

Not supported at this time

1. ESCC: walk-up booths for a noise-controlled environment (LAS). Given the estimated cost, it's hard to imagine making this purchase without a) understanding better how they would be used and b) letting the remodel of the Bishop LRC take place first and then see what the traffic is and where the need for such a purchase might exist.

Information Technology

Items are listed in priority order. Basic and/or ongoing technology requests related to the work we do—work computers, lab computers, imaging, etc.—are not independently listed.

Supported regardless of funding

1. College-wide: continued support of department-specific software/applications already in use: Linked-In Learning (BAPS), Lexus/nexus (BAPS), Ed.flicks (CHDV), Canva Pro (LIBR), Visible Body (SCI), Pronto (DE), SPSS (OIR), and Survey Monkey (OIR). Note that some of these may be funded out of SWP, VTEA, or other non-GU001 funding.

2. IWV: secure storage for Swivl and iPads at the CDC when not in use (CTE)
3. Bishop and Mammoth: Convert iTV rooms to Zoom rooms (ESCC).
4. IWV: replace for service faulty/low functioning projector in 330MB (LAS)

Supported only on alternative funding

1. IWV: in-class computers for vocational nursing, medical assisting, and EMTC (ALLH)
2. TEH: 35 laptops in a laptop cart for law enforcement classes (PUBS)
3. IWV: Media cart for the 2-D lab in art (VPA/LAS)

Not supported at this time (see notes)

1. IWV: media cart in the ceramics lab (LAS). Similar to last year, IT has reservations about the durability of a computer components 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: general marketing (EK)
2. TEH: Tehachapi Mountain Festival sponsorship (EK)
3. Bishop and Mammoth: continued general marketing and sponsorship (ESCC)
4. College-Wide: All marketing captured in the LAS unit plans (LAS)
5. 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)

Supported only on alternative funding

1. Early College: marketing

Professional Development

Items are listed in priority order.

Supported regardless of funding

1. $2,1000 for summer faculty online training. (DE)
2. For 22-23, in this category of "regardless of funding" the Instruction division supports college-wide professional development opportunities that are at scale and provide PD to substantial numbers of employees, such as flex day and online faculty training.
3. Ongoing attendance of the IR director and research analyst for the purposes of training and currency. (OIR)
4. Attendance of two classified staff and one librarian to the ALA conference in San Diego, June 27-July 2, 2024. (LAS)
5. Attendance of the Early College Director at an in-state dual enrollment conference opportunity: $1,500. (EC)
6. Attendance of the site director at Strengthening Student Success or similar conference. (ESCC)
7. Attendance of the honors program coordinator, counselor, and students at annual honors conference. (LAS)

Supported only on alternative funding

1. 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, SWP, VTEA, Guided Pathway, Ethnic Studies, ZTC, etc.
2. I *think* the English AUP is saying they don't need money in 24-25—they are requesting it "biennially," and they had a norming session in 23-24. So the request for funds would be for 25-26 if I am reading that right. (LAS)
3. Attendance of the Early College Director at out-of-state dual enrollment conference opportunities. (EC)
4. Attendance of Distance Education Director at Online Teaching Conference in Long Beach, CA. (DE)
5. Attendance of 1 manager and 1 classified staff at professional development conferences as appropriate (not necessarily the same one). (TEH)
6. Attendance of 1 manager and 1 classified staff an out-of-state professional development conference. (ISEP)
7. Attendance of 1 faculty member at online math conference for the purposes of teaching development (LAS)

Other Needs

Staffing Requests Not Already Listed In Prior Plans

1000 Category - Certificated Positions

Multiple

Location:

No Location Specified

Justification:

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

1. Social Work/Human Services and Addiction Studies Faculty Position – IWV
2. Nursing – IWV
3. Information Technology/Cyber Security - IWV
4. Child Development (bilingual) – IWV
5. Law Enforcement Academy – TEH
6. Computer Applications Specialist – IWV

2000 Category - Classified Staff

Multiple

Location:

No Location Specified

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification:

The following positions are supported assuming funding exists:

1. Program Coordinator – Allied Health (this position has already been approved for hire on grant funding and is contingent on funding)
2. Administrative Secretary – Allied Health (this position is supported by grant funds that are being received in 23-24 and good for up to two years)
3. Laboratory Tech I – Allied Health (this position is supported by grant funds that are being received in 23-24 and good for up to two years)
4. Department Assistant III, Early College
5. Program Manager, Career Center

The following requests are not supported at this time:

Teaching Assistant Child Development (bilingual) – not having moved forward with the full-time bilingual Child Development faculty member for AY 24-25, it is unclear how much the Spanish-language version of the program will grow, which is the prime justification for this position. At the moment, the need seems to be met with an embedded student tutor. And it's possible that the need could still be met with embedded tutoring even if the program grows. I'd like to hold off a year as hiring a classified staff person in a tutoring capacity is a sharp departure from our current practice and a potentially long-term commitment.

Library Technician I (Library) – given all the other needs on this list, additional library support for digitizing books and maintaining the currency of libguides, while important, is not as important as some of the others. As we begin implementing the accessibility work, however, it will be crucial to revisit this position next year.

Program Coordinator (Academy) – 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 realizing the potential. In addition, some of the growth envisioned in the justification will take place only once the college has moved to a permanent new location. I would like to revisit this after the facilities questions are addressed and the program has had the chance to get on a firmer footing.

Reclassification requests (various) – at this time, none of the reclassification requests provide sufficient justification of a significant change in work, workload, or work type to justify consideration of reclassifying an employee's current job type. In addition, the Program Technician request states that the employee will submit a JAQ, so it is best to let that process run.

Laboratory Assistant at ESCC (part-time) - 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 - in building out the Early College unit, it seems prudent to take one step at a time, particularly as the program has plateaued a little for the time being. As such, my support is for the department assistant to start with first in 2024-25, before looking at another higher level classified position. This will allow us to see the impact of doubling hours in the EC office (from 40 to 80) and seeing how the work is managed with the addition of dedicated classified staff. I would like to see this position resubmitted next year.

CTE-Designated Admissions and Records Tech I – this position is not in my organization to approve