NORCO COLLEGE

Program Review - Overall Report

Administrative: Academic Affairs

Assessment Review

Program Review: Part 1

EMP GOAL 1. Expand college access by increasing both headcount and full-time equivalent students (FTES).

<u>**GOALS AND ACTIVITIES**</u>

What are you doing now in support of this goal?

1.1 Go from 7,366 to 8,759 total FTES

1.2 Go from 14,624 headcount to 16,581 total headcount

1.3 Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)

- **Academic Affairs and Instruction:** Pre-COVID, the instructional offerings were on track to continue growing FTES at a planned 3% annual rate. This was (and will soon return) to be accomplished through the activities described in the following Academic Affairs areas:

  o Growth of existing course sections, new program and course development (e.g., Ethnic Studies courses, etc.);

  o Expansion of Hybrid, Online, and Short-term Stackable offerings;

  o Expansion of offerings in strategic initiatives such as Prison Education, Apprenticeship, Dual Enrollment, Veterans;

  o Addition of Guaranteed Pathway Agreements (e.g., ERHS-NC-UCR Bourns School of Engineering);

  o Expansion of OER Course Adoptions and Libraries, including sample Canvas shells

  o Expansion of eSports programming to increase STEM access;

  o Expansion of CTE and Noncredit Certificates;

  o Continued growth of LRC noncredit Supervised Tutoring FTES;

  o Exploration of BA/BS degree development in potential areas such as Game Development, eSports Partnerships and Management.

  o Expansion of cohort programs that are partnered with regional high school programs such as UMOJA and Summer Math Institute

  o Expansion of Credit for Prior Learning (CPL) for Veterans through MAP as well as all other tyes of CPL

  o Complete PRT Project to implement PathMaker, a multi-year scheduling platform to enable scheduling, maintenance, budgeting, and optimizing entire pathways of study

  o Support enrollment in strategic groups by advocating for personnel and other resources to facilitate expansion. Examples are the recent hiring of:

    ▪ CTE Program Specialist

    ▪ Interim Apprenticeship Director (and Advocating for permanent GF)

Program Review: Part 1

- Interim Associate Dean of CTE (and Advocating for permanent GF)

- Associate Dean of Educational Partnerships

- Maintaining current number of Instructional Department Specialists (IDS) to support programming (Advocating for GF for 1.0 position still supported by one-time funds)

- MAP Center Director, Evaluator, Counselor, Administrative Assistant (supported by outside funding source--legislative appropriation)

- Administrative Assistant positions supporting Educational Partnerships and CTE

- Enrollment Services Assistant supporting Educational Partnerships and CTE

- Outreach and Recruitment Specialist supporting Educational Partnerships and CTE

- Instructional Department Specialist (current permanent position that needs to move to GF)

- Employment Placement Coordinator supporting CTE, Apprenticeship (SWP funded)

- Library LRC Director

  Focus Areas:

- **CTE:**

  o From Fall 2016 to Fall 2020 enrollments increased 13% due to an increase in offerings (including noncredit), Increased promotion efforts and strategic scheduling to allow for more offerings. CTE is also partnering with local high schools to offer CTE courses/programs to high school students, including on ground manufacturing courses with JUSD. The Game Development program was redesigned to be offered fully online, offering more opportunities for students. In SPR21 Norco College launched noncredit programming aimed at career preparation and upskilling. The apprenticeship program has been instrumental at helping increase FTES for the college thru our partnership with IBEW and our new and innovative program.

  o During Spring 2021, LAUNCH and Norco College started reviewing an opportunity to become the LEA for the Southwest Carpenters Union. It is estimated that new partnership will generate an estimated 800-1000 new apprentices for the college.

- **Educational Partnerships:**

  o Prison Partnership: 2019-20 FTES were 540% of 2017-18 FTES. In 2017-18, the program offered 11 sections across three disciplines; in 2019-20, the program offered 70 sections across all CSUGE areas and fulfilling the Business Administration and Sociology ADT major requirements. The transition to emergency correspondence education and the prevalence of early parole in CRC has meant a decline in enrollment, so 21SPR's unduplicated head count (180) is currently 70% of 20SPR's (258). This contraction in enrollment is temporary and is expected to resolve with the return to face-to-face instruction.

- **Library and Learning Resources:**

  o In response to the COVID 19 crisis, the Library developed and provided comprehensive online resources, services and support for students, faculty and the college community. The LRC

transitioned to comprehensive online tutoring support and further developed and integrated a formal embedded tutoring model to support students, faculty and instruction. The Library developed and implemented a college wide Laptop and Hotspot Loan program that helped to support and increase student access, equity and success (621 laptops and hotspots were loaned spring through fall 2020). In addition, the library was able to provide reserve/class set textbook resources and services to students helping them to stay in school and be successful.

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

1.1 Go from 7,366 to 8,759 total FTES

1.2 Go from 14,624 headcount to 16,581 total headcount

1.3 Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)

- **Academic Affairs and Instruction:** Plan growth of FTES at a planned 3% annual rate through the activities described in the following Academic Affairs areas:

  o Grow existing course sections to efficiently grow by 3% FTES per year

  o Develop and support new programs and courses (e.g., Ethnic Studies, Agriculture, Medical Services, and other programs and courses described in our strategic plan)

  o Expand Hybrid, Online, and Short-term stackable offerings

  o Return CRC enrollment to 2019-20 levels in 2021-22 and expand enrollment to serve full college-eligible population at CRC by 2023-24.

  o Expand offerings in Prison Education by adding additional ADTs and expanding partnership with Pitzer College, CSU San Bernardino, and Cal Baptist

  o Expand Apprenticeships by adding trades such as the Southwest carpenters Training FUND and Southwest Carpenter and Joint Affiliated Trades Apprenticeship Training Committee (MOU underway to become the LEA for FUND/SCATJATC)

  o Expand Dual Enrollment

  o Expand Veterans Services by seeking outside funding to support MAP Center Director, Evaluator, Counselor, Administrative Assistant to serve the College, District, and Region

  o Expand Credit for Prior Learning (CPL) for Veterans through MAP as well as all other types of CPL

  o Add Guaranteed Pathway Agreements, including the Young Americans College, etc. (e.g., ERHS-NC-UCR Bourns School of Engineering)

  o Expand eSports programming to increase STEM access

  o Expand CTE and Noncredit Certificates

  o Growth LRC noncredit Supervised Tutoring FTES

  o Explore BA/BS degree development in potential areas such as Game Development, eSports Management.

Program Review: Part 1

- Expand cohort programs that are partnered with regional high school programs such as UMOJA and Summer Math Institute

- Add personnel and other resources to facilitate expansion, including positions such as:

  - CTE Program Specialist

  - Interim Apprenticeship Director (and Advocating for permanent GF)

  - Interim Associate Dean of CTE (and Advocating for permanent GF)

  - Associate Dean of Educational Partnerships

  - Maintaining current number of Instructional Department Specialists (IDS) to support programming (Advocating for GF for 1.0 position still supported by one-time funds)

  - MAP Center Director, Evaluator, Counselor, Administrative Assistant (supported by outside funding source--legislative appropriation)

  - Administrative Assistant positions supporting Educational Partnerships and CTE

  - Enrollment Services Assistant supporting Educational Partnerships and CTE

  - Outreach and Recruitment Specialist supporting Educational Partnerships and CTE

  - Instructional Department Specialist (current permanent position that needs to move to GF)

  - Employment Placement Coordinator supporting CTE, Apprenticeship (SWP funded)

  - Library LRC Director

  Focus Areas:

- **CTE:**

  - CTE plans on increasing promotion efforts to bring numbers back up to pre-COVID levels plus growth, and is working on developing strategic partnerships to increase enrollments. This includes working with local organizations to promote noncredit opportunities and increasing pathways from the high school to Norco College. An emphasis will be placed on nontraditional enrollments. A dedicated educational advisor for noncredit and Adult Ed will assist students in the matriculation process, class selection, outreach to the Adult Ed school site, registration and overall student success. The CTE Project Specialist will work with staff and faculty to work on promotion and outreach efforts to increase enrollments and persistence.

- **Library and Learning Resources:** The Library and LRC plan to continue maintaining a strong online presence and support for students, faculty and college community simultaneously while supporting the face to face needs of the college. The Library intends to maintain the Laptop and Hotspot Loan program to support student access, equity and success. In order to accomplish these goals, the library will need to increase the current PT Library/LRC Administrative Assistant position to FT, and to increase the three current PT LRC Tutorial Services Clerk positions to FT. Also, it is recommended that the LRC add a Learning Center Director position in the near future.

Program Review: Part 1

<u>**EVIDENCE**</u>

Do you have assessment data or other evidence that relates to this goal?

1.1 Go from 7,366 to 8,759 total FTES

1.2 Go from 14,624 headcount to 16,581 total headcount

1.3 Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)

- **CTE:** The IEDR Enrollment Analysis document is a detailed analysis of CTE programs and course offerings. ECE ADJ, and BUS saw significant increases in enrollment from Fall16 - Fall 20. Our Perkins Core Indicator Information is showing an increase in nontraditional enrollment in most groups, except Youth in Foster Care.

  o https://misweb.cccco.edu/perkinsv/Core_Indicator_Reports/Forms_All.aspx

  o Our partnership with IBEW has generated over 324 new students enrolled for the college annually and generating a higher level of FTES for the college.

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- **Educational Partnerships:**

  o <u>Prison Partnership</u>: 2019-20 FTES were 540% of 2017-18 FTES. In 2017-18, the program offered 11 sections across three disciplines; in 2019-20, the program offered 70 sections across all CSUGE areas and fulfilling the Business Administration and Sociology ADT major requirements. The transition to emergency correspondence education and the prevalence of early parole in CRC has meant a decline in enrollment, so 21SPR's unduplicated head count (180) is currently 70% of 20SPR's (258). This contraction in enrollment is temporary and is expected to resolve with the return to face-to-face instruction.(Repeated from "What are You Doing Now?" above). CRC partners also report 100+ students on the waitlist for Norco College courses; when the prison population is restored to post-pandemic levels, 250+ students are expected on the waitlist for Norco College courses.

- **Library and Learning Resources:** 621 Laptops and Hotspots were loaned to students from spring through fall 2020. This helped students to stay in school and be successful.

  Special Program students serviced (Indicated by student input from the Laptop/HotSpot Loan request form)
  - Umoja = 38
  - EOPS / CARE = 85
  - TRIO = 8
  - CALWORKS = 2
  - Phoenix Scholars = 12
  - Men of Color = 22
  - PUENTE = 10
  - SSS = 2
  - DRC = 22
  - Veterans = 5
  - STEM = 3

Program Review: Part 1

• NEXTUP = 6

413 students indicated in their comments on the program's request form that they needed the laptop and/or HotSpot to be able to stay in school and/or be successful!

Some of the student comments provided on the request form were as follows:

• I am a single mother on 1 income. I'm unable at this time to pay full price for a laptop to use for school. This assistance will help me greatly in accomplishing my educational goal of becoming a nurse.

• I had a laptop at the beginning of the semester but right now I no longer have access to a working laptop. Without a computer I cannot access my classes or do any of the required work. Borrowing a laptop will allow me to successfully finish the semester.

• I am a disabled student currently enrolled in Norco College and I do not have access to another computer where I live. This computer will help me complete my assignments for my classes as they are all online.

• I have absolutely no way of doing assignments without being able to borrow a laptop. I did poorly in summer due to me doing my assignments through my cell phone and not being able to see the correct pop ups. Thank you.

• I am a single mom with 2 children. I'm out of work since Covid 19. I want to attend college online but I haven't been able to afford a computer or laptop. This program would help me so that I can finally start school and get build my career skills to help support my family.

• I'm currently unemployed. I don't have a car. I'm trying to find work before I start school, so I can manage to buy a computer in time. The only way I'll be able to go through with school is if I'm able to get a computer. If not, I'll have to drop. I've put off going back to school for 10 years and right now I'm at the farthest step to go back. Unfortunately, this pandemic made school online only. I was really looking forward to being back in a classroom. So, a loaned computer would really help me stay on this path I'm on, to turn my life around. It would take away the stress of having to buy a computer in time for classes.

Way to go, Norco for providing the support our students need to stay in school and succeed!

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

EMP GOAL 2. Implement Guided Pathways framework.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?
2.1 Increase number of degrees completed by 15% annually

2.2 Increase number of certificates completely by 15% annually

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

2.4 Increase number of transfers 15% annually

Program Review: Part 1

- **Academic Affairs and Instruction:**

  - All degrees are on two-year course rotations, ensuring that students can complete their degree in two years

  - All degrees are entered into EduNav, presenting students with the most efficient path to complete their coursework. In the review and input process, discipline faculty to provide clear guidance for completion of Math and English to reduce the number of units needed to complete that area of each ADT and AST. Note: Guided Pathways data demonstrates a shift in Fall 2019 to more (full-time first term) students taking +24 units in the first year than (part time first term) <24 units. This is a significant historical change. Even as early as 2017 the difference was (full-time) 29.5% to (part time) 52.4%.

  - Working to add more Guaranteed Pathway Agreements (e.g., ERHS-NC-UCR Bourns School of Engineering).

  - Expanding eSports programming to increase STEM pathway access

  - Expanding access to pathways and career attainment by developing Noncredit stackable Certificates.

  - Exploring new 4-year pathways leading to BA/BS degree development in potential areas such as Game Development, eSports Management.

  - Expanding cohort programs that are partnered with regional high school programs such as UMOJA and Summer Math Institute

  - Speeding pathway completion by expanding Credit for Prior Learning (CPL) for Veterans through MAP as well as all other types of CPL

  - Clarifying the path by completing the PRT Project to implement PathMaker, a multi-year scheduling platform to enable scheduling, maintenance, budgeting, and optimizing entire pathways of study

  - Supporting pathway success by advocating for personnel and other resources to facilitate equitable access, success, and completion with positions such as:

    - CTE Program Specialist

    - Interim Apprenticeship Director (and Advocating for permanent GF)

    - Interim Associate Dean of CTE (and Advocating for permanent GF)

    - Associate Dean of Educational Partnerships

    - Maintaining current number of Instructional Department Specialists (IDS) to support programming (Advocating for GF for 1.0 position still supported by one-time funds)

    - MAP Center Director, Evaluator, Counselor, Administrative Assistant (supported by outside funding source--legislative appropriation)

    - Administrative Assistant positions supporting Educational Partnerships and CTE

    - Enrollment Services Assistant supporting Educational Partnerships and CTE

    - Outreach and Recruitment Specialist supporting Educational Partnerships and CTE

- Instructional Department Specialist (current permanent position that needs to move to GF)

- Employment Placement Coordinator supporting CTE, Apprenticeship (SWP funded)

- Library LRC Director

  o Enrollment management meets regularly to discuss the needs of the college. Further examination of the rotation of the courses will take place with the implementation of the new ERP and integration of EduNav or the replacement of EduNav by the ERP.

   Focus Areas:

- **CTE:**

  o Norco College has approved two degrees for the apprenticeship program. Program staff provides support and reminders to apprentices to apply for the certificates once they have earned enough units. Class rotations will provide students with a clear path to completion. CTE Flyers are being updated and posted by the CTE Project Specialist. E-sports will provide students with an opportunity to engage in the college community and support the growth of the Game Development & STEM programs.

- **Educational Partnerships:**

  o <u>Prison Education</u>: Norco had it's first graduates from the CRC in 19SPR, with 7 students earning 10 degrees. In 2019-20, 29 students earned 43 degrees. So far this academic year (20-21), 20 students have earned a total of 27 degrees. 21% of all degrees completed were ADTs and an additional 39% were AOEs on the CSUGE or IGETC patterns. Norco held it's first on-site commencement ceremony at CRC in January of 2020. Pitzer College built its pathbreaking BA Completion initiative at CRC-Norco on the ADT pipeline Norco College established in the prison.

- **Library and Learning Resources:**

  o In response to the COVID 19 crisis, the Library developed and provided comprehensive online resources, services and support for students, faculty and the college community. The LRC transitioned to comprehensive online tutoring support and further developed and integrated a formal embedded tutoring model to support students, faculty and instruction. The Library developed and implemented a college wide Laptop and Hotspot Loan program that helped to support and increase student access, equity and success (621 laptops and hotspots were loaned spring through fall 2020). In addition, the library was able to provide reserve/class set textbook resources and services to students helping them to stay in school and be successful. Read 2 Succeed college wide reading program events served to provide unique learning opportunities and experiences both inside and outside of the classroom. These resources, services, and programs have contributed to helping students to stay on their path and to ensure learning.

What are your plans/goals (3-year) regarding this goal?
2.1 Increase number of degrees completed by 15% annually
2.2 Increase number of certificates completely by 15% annually

Program Review: Part 1

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

2.4 Increase number of transfers 15% annually

- **Academic Affairs and Instruction:**

  - Working to add more Guaranteed Pathway Agreements (e.g., ERHS-NC-UCR Bourns School of Engineering).

  - Expand eSports programming to increase STEM pathway access

  - Expand access to pathways and career attainment by developing Noncredit stackable Certificates.

  - Explore adding 4-year pathways leading to BA/BS degree development in potential areas such as Game Development, eSports Management.

  - Expand cohort programs that are partnered with regional high school programs such as UMOJA and Summer Math Institute

  - Speed pathway completion by expanding Credit for Prior Learning (CPL) for Veterans through MAP as well as all other types of CPL

  - Clarify the path by completing the PRT Project to implement PathMaker, a multi-year scheduling platform to enable scheduling, maintenance, budgeting, and optimizing entire pathways of study

  - Support pathway success by adding needed personnel and other resources to facilitate equitable access, success, and completion:

    - CTE Program Specialist

    - Interim Apprenticeship Director (and Advocating for permanent GF)

    - Interim Associate Dean of CTE (and Advocating for permanent GF)

    - Associate Dean of Educational Partnerships

    - Maintaining current number of Instructional Department Specialists (IDS) to support programming (Advocating for GF for 1.0 position still supported by one-time funds)

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    - Instructional Department Specialist (current permanent position that needs to move to GF)

    - Employment Placement Coordinator supporting CTE, Apprenticeship (SWP funded)

    - Library LRC Director

  - Enrollment management will complete a charter that will clearly demonstrate the scope and expectations of the group. Further examination of the rotation of the courses will take place with the implementation of the new ERP and integration of EduNav or the replacement of EduNav by the ERP.

Increase Department access to success, retention, and completion data to create a more robust conversation about these goals. Access to this type of data needs to be easy.

Focus Areas:

- **CTE:**

  o Auto awarding has been successful in increasing program awards. CTE would like to look at the possibility of expanding this to additional programs in order to ensure students are receiving the awards they have earned.

  o A dedicated Education Advisory will support Adult Ed and noncredit students in achieving in their goals towards completion of certificates, degrees and/or transfer.

  o The Apprenticeship program expects to graduate 10% of apprentices and issue certificates from the college and the state (DAS)

  o Increase noncredit CTE offerings

- **Educational Partnerships:**

  o <u>Prison Education</u>: Increase number of degrees by 15% annually and increase percentage of ADTs to 33%.

- **Library and Learning Resources:**

  o The Library and LRC plan to continue maintaining a strong online presence to provide services, resources, programs and support for students, faculty and college community simultaneously while supporting the face to face needs of the college. The Library intends to maintain the Laptop and Hotspot Loan program to support student access, equity and success. In addition, the Library plans to continue the Read 2 Succeed program in a creative blend of online, as well as face to face format. In order to accomplish these goals, the library will need to increase the current PT Library/LRC Administrative Assistant position to FT, and to increase the three current PT LRC Tutorial Services Clerk positions to FT. Also, it is recommended that the LRC add a Learning Center Director position in the near future.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

2.1 Increase number of degrees completed by 15% annually

2.2 Increase number of certificates completely by 15% annually

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

2.4 Increase number of transfers 15% annually

- **CTE:**

- **Educational Partnerships:** Norco had it's first graduates from the CRC in 19SPR, with 7 students earning 10 degrees. In 2019-20, 29 students earned 43 degrees. So far this academic year (20-21), 20 students have earned a total of 27 degrees. 21% of all degrees completed were ADTs and an additional 39% were AOEs on the CSUGE or IGETC patterns. (Repeated from "What are you doing now?" above).

Program Review: Part 1

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  - **Instruction:** GP Power BI
dashboard

	Annual 2013-2014	Annual 2014-2015	Annual 2015-2016	Annual 2016-2017	Annual 2017-2018	Annual 2018-2019	Annual 2019-2020
Norco College Total	1,148	1,090	1,116	1,397	2,196	2,202	2,304
Certificate requiring 16 to fewer than 30 semester units							48
Associate in Science for Transfer (A.S.-T) Degree	6	17	34	86	141	191	245
Associate in Arts for Transfer (A.A.-T) Degree	25	41	88	134	149	190	262
Associate of Science (A.S.) degree	220	243	224	255	354	311	325
Associate of Arts (A.A.) degree	565	518	500	566	1,098	896	938
Certificate requiring 30 to < 60 semester units	117	116	80	126	103	189	112
Certificate requiring 18 to < 30 semester units	54	26	58	64	77	74	
Certificate requiring 12 to < 18 units				1			
Certificate requiring 6 to < 18 semester units	161	129	132	165	274	351	374

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

EMP GOAL 3. Close all student equity gaps.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?
- **Academic Affairs and Instruction:**

  - Added High School Dual Enrollment Calculus offering to prepare students for STEM pathways

  - Expanding cohort programs that are partnered with regional high school programs such as UMOJA and Summer Math Institute

  - Speeding pathway completion by expanding Credit for Prior Learning (CPL) for Veterans through MAP as well as all other types of CPL

  - Expansion of UMOJA offerings and programming, including designated space in LIB 121; a link to STEM via Math Summer Institute; and links with Men of Color and Puente

  - Established an application process and job descriptions for Faculty Reassigned Time positions to diversify the pool of instructors for assignments. Note that when Equity -Focused position are available, there is now an application process and the position is advertised broadly to the faculty for interest.

  - Prison Education: 70% of incarcerated students in our partnership with the CRC are men of color, with an average student age of 40 years old. All incarcerated students are low-income and impacted by systemic barriers to educational opportunity. Many earned their GEDs or HS diplomas while incarcerated. Current and former students report that the presence of face-to-face instruction in

prison made them aware for the first time of their own capacity for school success and led to increased opportunities for employment and further education after parole.

- o Beginning to do outreach to underrepresented populations for careers where they are not traditionally represented (e.g., men in Early Childhood Education, women in manufacturing)

- o Exploring adding the discipline and coursework associated with Education (EDU) to support Elementary and STEM Education

- o Regularly host an annual Associate Faculty Hiring Fair, which significantly grows and diversifies the candidate hiring pool

- o Supporting Communities of Practice in English, ESL, and Math for the implementation of AB 705 and continued exploration of equity-minded teaching practices and culturally responsive pedagogy

- o Supporting a team of English faculty to attend Teaching Matters at MVC and expand the program at Norco College

- o Library providing Norco College Laptop Loan Program for to help students stay in school and be successful

- o Library and LRC staff, librarians and manager completed CORA Racial Macroaggressions training course

- o LRC tutors received racial macroaggressions in-service training

- o Librarians created "Lifting Black Voices: Black Lives Matter" electronic libguide to references and resources

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

- Add more High School Dual Enrollment Calculus offering to prepare students for STEM pathways

- Expand cohort programs that are partnered with regional high school programs such as UMOJA and Summer Math Institute

- Expand Credit for Prior Learning (CPL) for Veterans through MAP as well as all other tyes of CPL

- Continue to Expand equity focused programming such as UMOJA, Men of Color, Puente, and Women's Lean In Circle

- Establish an application process and job descriptions for Faculty Reassigned Time positions to diversify the pool of instructors for assignments. Note that when Equity -Focused position are available, there is now an application process and the position is advertised broadly to the faculty for interest.

- Institutionalize the Prison Education programming leading to doubling of the 235 student headcount and adding ADTs in partnership with Pitzer and other regional institutions

- Continue efforts to bring in underrepresented populations into careers where they are not traditionally represented (e.g., men in Early Childhood Education, women in manufacturing)

- Add the discipline and coursework associated with Education (EDU) to support Elementary and STEM Education

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- Continue to host an annual Associate Faculty Hiring Fair, which significantly grows and diversifies the candidate hiring pool

- Supporting Communities of Practice in English, ESL, and Math for the implementation of AB 705 and continued exploration of equity-minded teaching practices and culturally responsive pedagogy

- Support a team of English faculty to attend Teaching Matters at MVC and expand the program at Norco College and extend to other disciplines across the college

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Prison Education: 70% of incarcerated students are men of color, with an average student age of 40 years old. All incarcerated students are low-income and impacted by systemic barriers to educational opportunity. Reported impact comes from informal conversations with current students and formal focus groups with formerly incarcerated students conducted by Dr. Lisa Nelson.

Community of Practice Data:

SUCCESS RATES									
Transfer	**In a Supported Transfer Class**					**Not in a Supported Transfer Class**			
Course	Sections	Students	#Success	Succ. Rate		Sections	Students	#Success	Succ. Rate
MAT-12	8	278	209	75.2%		22	892	528	59.2%
MAT-25	2	79	58	73.4%		1	42	22	52.1%
MAT-36	2	87	52	59.8%		5	160	81	50.8%
MAT-5	1	41	27	65.9%		2	79	55	69.1%
Totals	**13**	**485**	**346**	**71.4%**		**30**	**1173**	**686**	**58.5%**

Here are the retention results of supported transfer courses vs. non-supported transfer courses:

Program Review: Part 1

	RETENTION RATES								
Transfer	**In a Supported Transfer Class**					**Not in a Supported Transfer Class**			
Course	Sections	Students	#Retained	Retn. Rate		Sections	Students	#Retained	Retn. Rate
MAT-12	8	278	250	89.9%		22	892	696	78.0%
MAT-25	2	79	74	93.7%		1	42	29	69.0%
MAT-36	2	87	77	88.5%		5	160	107	66.9%
MAT-5	1	41	34	82.9%		2	79	72	91.1%
Totals	**13**	**485**	**435**	**89.7%**		**30**	**1173**	**904**	**77.1%**

The implementation of MMAP and AB705 created an increase in overall student achievement. Student are being given an opportunity to complete ENG 1A at a greater rate, as a result of the change in placement methodology. This can be seen in the total enrollments increase and the decrease of Basic Skills course offerings. FTEF resources were reallocated to transfer-level courses and support courses. From 2016 to present, total FTEF in English has decreased 7.28 and section count has decreased by 12 sections in the same period. English is focused on transfer-level English and student success and completion. Norco College English has had the ability to increase transfer-level Literature options and increase our completion rate of our English ADT students with these addition offerings in a timely manner.

Further analysis is necessary to establish the success of this implementation. Student through-put at the expense of equity or perpetuation of inequity is not acceptable. MMAP uses grade point averages from high school (9th-11th grades) to recommend placement in the support course. Students with a cumulative gpa of 2.6 or lower are recommended to take the support course, and students with a cumulative gpa of 1.6 are *required* to take the support course. There is an opt-out procedure online and students do not need to provide documentation or an argument to opt-out, but they do need to advocate for that option through the completion of that form. This practice is potentially problematic as it is predicated on the assumption of self-advocacy that we find many historically marginalized students do to believe they have a right to or demonstrate. Norco College does not want to perpetuate inequity by relying upon the assumption of advocacy.

Another area for inquiry is in the actual placement of students of color into the support course. The faculty at Norco College began collecting disaggregated data on the students in the English support course.
Fall 2019: Two Sections of ENG 50 with a total 58% success rate. 53 students self-placed into ENG 50 or were the result of matriculation out of ESL. This pathway and curriculum has be redesigned so students do not need to complete ENG 50.

Students of Color account for 72% of the students assigned to ENG 91 and have a 68% success rate in that course. ENG 91 67% of students passed ENG 91 of those successful in ENG 91, 86% passed the ENG 1A linked course.

Program Review: Part 1

Similarly, Student of Color account for 71% of the success in the linked ENG 1A course, but have an overall success rate of 57% which is not significantly different than the overall success rate of linked ENG 1A courses of 58%.

Fall 2019, total Students enrollment in ENG 1A is 1410. Retention is 80%. In terms of volume, because we offer ENG 1A with the co-requisite, 400 students were given an attempt at ENG 1A a semester before they would have normally attempted. Norco College English teachers retained 84% of those students helping them with the opportunity to succeed; however, total success had dropped to 59%.

Observations: Students of Color make up a larger percentage of students directed to the co-requisite support course. Additional research is necessary to examine disaggregated grade distribution of student groups. Faculty will need to be willing to examine their own data, but a larger scale analysis of data across all courses can be completed.

Students in the co-requisite support course do not have a significantly lower success rate in ENG 1A than students not in the support course. The total volume of students completing transfer-level English has increased. Further analysis is needed to determine if the total volume is greater, equal or lesser than the volume historically from matriculation from one-level below coursework. Initial data suggests that direct placement is the better option for students.

Program Review: Part 1

								Enrollments			
	Engl 1A	Eng 91	Eng 50	Eng 80	Eng 60B	Eng 60A	Eng 70	Total Students	Percent Basic Skills	Success in ENG 1A as #	Yr total 1A completion
Fall 16	834		551	196	166	264	0	2011	59%	567	
Spring 17	861		393	135	150	174	0	1713	50%	542	1110
Fall 17 *	1277		366	114	80	111	19	1967	35%	843	
Spring 18	840		280	57			126	1303	36%	479	1322
Fall 18**	1456	163	125	71				1812	11%	903	
Spring 19	879	247	77					1203	6%	510	1413
Fall 19	1410	400	53					1863	3%	832	
Spring 20	894	266	50					1210	4%	501	1333
										estimated success 56%	
*MMAP Begins with differential											
**AB705 implementation											

Data sets from the RCCD EMD and Basic Skills Cohort Tracker

https://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

Program Review: Part 1

EMP GOAL 5. Reduce working poverty and the skills gap.

<u>GOALS AND ACTIVITIES</u>

What are you doing now in support of this goal?

5.1 Increase the median annual earnings of all students

5.2 Increase percent of CTE students employed in their field of study by 3% annually

5.3 Increase percent of all students who attain a livable wage by 5% annually

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

- **Academic Affairs and Instruction:**
    - Develop and support new CTE programs and courses (e.g., Agriculture, Medical Services, and other programs and courses described in our strategic plan)
    - Expand Hybrid, Online, and Short-term stackable offerings that work for working professionals and the trades
    - Expand Apprenticeships by adding trades such as the Southwest carpenters Training FUND and Southwest Carpenter and Joint Affiliated Trades Apprenticeship Training Committee (MOU underway to become the LEA for FUND/SCATJATC)
    - Expand Veterans Services by seeking outside funding to support MAP Center Director, Evaluator, Counselor, Administrative Assistant to serve the College, District, and Region
    - Expand Credit for Prior Learning (CPL) for Veterans through MAP as well as all other types of CPL
    - Expand CTE and Noncredit Certificates
    - Explore BA/BS degree development in potential areas such as Game Development, eSports Management.
    - Add personnel and other resources to facilitate expansion, including positions such as:
        - CTE Program Specialist
        - Interim Apprenticeship Director (and Advocating for permanent GF)
        - Interim Associate Dean of CTE (and Advocating for permanent GF)
        - Associate Dean of Educational Partnerships
        - Maintaining current number of Instructional Department Specialists (IDS) to support programming (Advocating for GF for 1.0 position still supported by one-time funds)
        - MAP Center Director, Evaluator, Counselor, Administrative Assistant (supported by outside funding source--legislative appropriation)
        - Administrative Assistant positions supporting Educational Partnerships and CTE
        - Enrollment Services Assistant supporting Educational Partnerships and CTE

Program Review: Part 1

- Outreach and Recruitment Specialist supporting Educational Partnerships and CTE

- Instructional Department Specialist (current permanent position that needs to move to GF)

- Employment Placement Coordinator supporting CTE, Apprenticeship (SWP funded)

- Library LRC Director

Focus Areas:

- **CTE:**

  - The Apprenticeship program at Norco College will continue to play a key role in offering an accredited work-based learning model with on-the-job-training offered by partner employers in the region. We are setting a goal of enrolling a minimum of fifty (50) new apprentices annually. Employers will be encouraged to compensate apprentices with livable wages as apprentices are completing their programs and have met all the requirements to graduate from the college and the State's Division of Apprenticeship Standards. During the Spring 2021, LAUNCH and Norco College started reviewing an opportunity to become the LEA for the Southwest Carpenters Union. It is estimated that new partnership will generate an estimated 800-1000 new apprentices for the college.

  - NC Connect is updated regularly with local jobs. The IEDRC has invested in a regional job posting system, Job Speaker. This system will increase job postings, as well as provide students resources. Jobspeaker has the capability of tracking wages and job information for students who obtain new jobs using there system. Our team will be able to track the percentage of students who achieve a higher level of livable wage.

  - Noncredit courses launched in Spring '21 that focused on providing students with career prep and growth skills that lead to employment and or upskilling.

  - The Center for Workforce Innovation has been fully established with staff offices, a conference room, computer lab and small classroom. Currently the Apprenticeship office and CTE staff are occupying the building. Prior to COVID, the classroom and conference room were being used by organizations to provide workshops to the community. A representative from the Department of Apprenticeship Standards utilized a desk in order to provide direct resources to students and staff.

- **Educational Partnerships:**

  - Partnering with Riverside County Office of Education, Corona Norco Unified School District, Job Corps, Riverside County - America's Job Center, various K-12 systems, United Way/211, Department of Public Social Services and others.

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

5.1 Increase the median annual earnings of all students

5.2 Increase percent of CTE students employed in their field of study by 3% annually

5.3 Increase percent of all students who attain a livable wage by 5% annually

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

- **Academic Affairs and Instruction:**

Program Review: Part 1

- Develop and support new CTE programs and courses (e.g., Agriculture, Medical Services, and other programs and courses described in our strategic plan)

- Expand Hybrid, Online, and Short-term stackable offerings that work for working professionals and the trades

- Expand Apprenticeships by adding trades such as the Southwest carpenters Training FUND and Southwest Carpenter and Joint Affiliated Trades Apprenticeship Training Committee (MOU underway to become the LEA for FUND/SCATJATC)

- Expand Veterans Services by seeking outside funding to support MAP Center Director, Evaluator, Counselor, Administrative Assistant to serve the College, District, and Region

- Expand Credit for Prior Learning (CPL) for Veterans through MAP as well as all other types of CPL

- Expand CTE and Noncredit Certificates

- Explore BA/BS degree development in potential areas such as Game Development, eSports Management.

- Add personnel and other resources to facilitate expansion, including positions such as:

  - CTE Program Specialist

  - Interim Apprenticeship Director (and Advocating for permanent GF)

  - Interim Associate Dean of CTE (and Advocating for permanent GF)

  - Associate Dean of Educational Partnerships

  - Maintaining current number of Instructional Department Specialists (IDS) to support programming (Advocating for GF for 1.0 position still supported by one-time funds)

  - MAP Center Director, Evaluator, Counselor, Administrative Assistant (supported by outside funding source--legislative appropriation)

  - Administrative Assistant positions supporting Educational Partnerships and CTE

  - Enrollment Services Assistant supporting Educational Partnerships and CTE

  - Outreach and Recruitment Specialist supporting Educational Partnerships and CTE

  - Instructional Department Specialist (current permanent position that needs to move to GF)

  - Employment Placement Coordinator supporting CTE, Apprenticeship (SWP funded)

  - Library LRC Director

- **CTE:**

- To meet the goal of enrolling fifty (50) apprentices annually we plan to continue to participate in the monthly virtual presentations in partnership with LAUNCH. These events will be attended by prospective apprentices, school personnel, community based organizations and employers who want to learn about the benefits of the program. We will conduct and expand on employer engagement, marketing and outreach.

- o We will continue to offer presentations at high schools and community based organizations that work with young adults in the region. We also plan to approach employers and offer their current employees the opportunity to enroll in the apprenticeship program as incumbent workers.

  - ▪ Develop a pre-apprenticeship program in partnership with local high schools where HS students who are enrolled in CTE programs can also enroll with the college and participate in various activities such as field trips to local companies, job fairs, career days and regional trainings and events. This will generate a natural pipeline and referral system of new apprentices joining the program. Apprentices will continue to receive wage increases as they achieve a higher level of skills attained in the classroom and in the field. This will place apprentices in a better position to negotiate higher livable wages as they are completing their apprenticeship program.

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

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

  - o Increase noncredit offerings and marketing to continue to provide valuable job preparation skills and professional development to students.

  - o The Center for Workforce Innovation will continue to be utilized by our Apprenticeship office, including a desk dedicated to DAS and DOL. The CWI testing center will be utilized to provide Certiport certification testing (as well as others) to students in order to provide students with certifications that lead to job attainment and/or wage gains. The Center is in need of a receptionist to cover the front desk as use grows.

- **Educational Partnerships:**

  - o Continue to build on partnerships such as, Riverside County Office of Education, Corona Norco Unified School District, Job Corps, Riverside County - America's Job Center, various K-12 systems, United Way/211, Department of Public Social Services and others.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

5.1 Increase the median annual earnings of all students

5.2 Increase percent of CTE students employed in their field of study by 3% annually

5.3 Increase percent of all students who attain a livable wage by 5% annually

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

- **CTE:**

  - o For every 1,000 apprentices we support, estimates indicate we increase wage earning in our region by $240,037,000 over the career-span of those individuals. In addition, because they link individuals directly with employment, apprenticeships deter youth unemployment and increase youth labor force participation. In Riverside and San Bernardino County, teens have been employed at only half the rate of the national average and the employment rate for those 20 to 24 is also lagging. Unemployment

follows individuals throughout their career and continues to show a negative impact on wages even a decade past unemployment gaps. (Source: Norco College, 2030 Educational Master Plan)

- o The result of the CTEOS 2020 showed positive employment outcomes tied to training, including an increase in wage earnings.

- **Educational Partnerships:**

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

EMP GOAL 6. Pursue, develop, & sustain collaborative partnerships.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?
6.1 Establish and expand relations with regional educational institutions
6.2 Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations.
6.4 Work towards reducing recidivism though incarcerated student education
6.8 Stimulate regional arts development

- **Academic Affairs and Instruction:**

- o Academic Affairs relies primarily on the guidance of the Academic Faculty in the areas of the Arts. The accomplishments listed here are theirs. Academic Affairs supports these efforts.
  In 2019 Norco College drafted an Arts Advocacy Plan. This plan outlines the measures that could take place to ensure the arts are expanded at Norco College. Music students in the MIS-1 course practice critical listening on the songs each semester, and decide which songs they think are album-worthy. After that feedback, we have 50 songs for consideration, which are then send to a panel of judges for their input; the panel consists of current students in leadership roles, alumni and industry professionals. The first album had 9 songs on it, and our most recent had 30.

- o The Art Gallery has four exhibitions each year; two in Fall and two in Spring. The last exhibition in Spring is always the Student Exhibition, which features work by students enrolled in Studio Art courses, and are selected by the Studio Art Faculty. We will have this exhibition online again this semester, as we did in Spring 2020. The other three exhibitions are professional art exhibitions. Every three years or so, there is a rotation in a Faculty exhibition, as we did this semester. In considering exhibitions, these factors are considered:

  - How will the exhibition serve the Art Students/Art Program? This means I consider a variety of media/styles over time; balancing conceptual, realistic, abstract work and 2D/3D/4D work. I try to have the exhibitions serve as a learning resource for current art students.

  - How will the exhibition serve Norco College? This means I consider broader themes and diversity, including exhibitions featuring artists who are Veterans, LGBTQ+, Latinx, etc.

- How will the exhibition serve the community? This consideration includes emphasizing artists from our region, local history/culture, and connecting with other colleges/universities and art organizations. It also means connecting our local community with the Greater Los Angeles art community.

    o Add personnel and other resources to facilitate expansion, including positions such as:

    - CTE Program Specialist

    - Interim Apprenticeship Director (and Advocating for permanent GF)

    - Interim Associate Dean of CTE (and Advocating for permanent GF)

    - Associate Dean of Educational Partnerships

    - Maintaining current number of Instructional Department Specialists (IDS) to support programming (Advocating for GF for 1.0 position still supported by one-time funds)

    - MAP Center Director, Evaluator, Counselor, Administrative Assistant (supported by outside funding source--legislative appropriation)

    - Administrative Assistant positions supporting Educational Partnerships and CTE

    - Enrollment Services Assistant supporting Educational Partnerships and CTE

    - Outreach and Recruitment Specialist supporting Educational Partnerships and CTE

    - Instructional Department Specialist (current permanent position that needs to move to GF)

    - Employment Placement Coordinator supporting CTE, Apprenticeship (SWP funded)

    - Library LRC Director

- **CTE:**

    o CTE staff have developed and maintained close relationships with local business and civic organizations, including City Economic Development Depts., Chambers of Commerce, service organizations, Business councils and other groups. We regularly provide updates and information to further link the college as a source for future employees and upskilling of current employees.

- **Educational Partnerships:**

    o <u>Prison Partnership</u>: Since launching in 17FAL, Norco College has rapidly expanded its Prison Partnership to offer all courses needed for students to complete ADTs in Business Administration and Sociology on the CSUGE pattern, including all Golden 4 courses and two lab sciences. In 18-19, Norco College worked with partners at the prison to establish "special unlocks" specifically for the college so that students with jobs during the day are now enable to enroll in courses offered in the evenings M-Th. In 19-20, Norco College began offering lab sciences at the prison and added the Business Administration major to meet student demand. Over the past three years, Norco College has worked closely with Pitzer College administrators and CDCR officials to support Pitzer in establishing California's second Bachelor's program for incarcerated students. And in 20SPR and in 20-21, Norco College worked with CRC education staff to maintain the program by the correspondence mode of delivery through quarantines, bed moves, and active infections affecting every incarcerated student.

- o Establish instructional programming with Alvord USD and Stokoe Elementary

- o Other educational partnerships include the Riverside County Office of Education, Corona Norco Unified School District, Job Corps, Riverside County - America's Job Center, various K-12 systems, United Way/211, Department of Public Social Services and others.

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

6.1 Establish and expand relations with regional educational institutions

6.2 Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations.

6.4 Work towards reducing recidivism though incarcerated student education

6.8 Stimulate regional arts development

- **Academic Affairs and Instruction:**

  - o Update the Arts Advocacy Plan should be updated and cross-walked with existing plans to ensure implementation. There could be an Arts Advisory group to assist in the implementation of the plan. Visual and performing arts should take their guidance from this group and the plan.

  - o Host in Fall 2021 the first Alumni Exhibition in the Art Gallery. These are all students who have pursued art professionally and/or completed four-year degrees in art. We will have a few artists going back to the early days of Norco College in the 1990s, as well as recent alumni. The second exhibition in Fall 2021 will be a solo show of the Vietnamese-American painter, Hung Viet Nguyen, who is known for his visionary landscape imagery. The Spring 2022 exhibition will be a group exhibition, and the artists have not been selected yet. For each exhibition, a reception is scheduled and at least one interactive event such as an Artists' Talk or Panel Discussion. In Fall 2020, because of the quarantine, we scheduled an online Artists Conversation Series in lieu of an exhibition. This allowed students and guests to virtually visit each artist's studio, see their art practice in action, and ask questions.

  - o Pre-COVID, we take daily attendance of gallery visitors. During the pandemic, we are looking to see how many hits the Art Gallery webpage has gotten.

  - o The Fall 2020 Artist Conversation Series had over 30 participants in each discussion, with 150+ participants total. The Spring 2020 Online Student Exhibition Catalog and the Spring 2021 Faculty Exhibition Catalog have been shared with NOR-ALL, listed in the Regular Update and shared in RCCD District News. Diana Meza and Chris Clarke were preparing a feature story in the Art Galleries in RCCD. When we were in-person, we typically had 50-75 people at each opening reception, 20-30 people at each Artist Talk/Panel Discussion, and about 20 people per day visiting the gallery, plus more when we would have events in the gallery or have classes visit, which typically would be another 100 people a month.

  - o Add personnel and other resources to facilitate expansion, including positions such as:

    - ▪ CTE Program Specialist

    - ▪ Interim Apprenticeship Director (and Advocating for permanent GF)

    - ▪ Interim Associate Dean of CTE (and Advocating for permanent GF)

    - ▪ Associate Dean of Educational Partnerships

- Maintaining current number of Instructional Department Specialists (IDS) to support programming (Advocating for GF for 1.0 position still supported by one-time funds)

- MAP Center Director, Evaluator, Counselor, Administrative Assistant (supported by outside funding source--legislative appropriation)

- Administrative Assistant positions supporting Educational Partnerships and CTE

- Enrollment Services Assistant supporting Educational Partnerships and CTE

- Outreach and Recruitment Specialist supporting Educational Partnerships and CTE

- Instructional Department Specialist (current permanent position that needs to move to GF)

- Employment Placement Coordinator supporting CTE, Apprenticeship (SWP funded)

- Library LRC Director

- **CTE:** The Employment Placement Coordinator will expand relationships with local businesses and organizations in an effort to increase job opportunities to students, as well as grow our advisory boards.

- **Educational Partnerships:** Establish instructional programming with Alvord USD and Stokoe Elementary

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

6.1 Establish and expand relations with regional educational institutions

6.2 Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations.

6.4 Work towards reducing recidivism though incarcerated student education

6.8 Stimulate regional arts development

- **CTE:**

- **Educational Partnerships:**

  o Prison Partnership: 2019-20 FTES were 540% of 2017-18 FTES. In 2017-18, the program offered 11 sections across three disciplines; in 2019-20, the program offered 70 sections across all CSUGE areas and fulfilling the Business Administration and Sociology ADT major requirements. Norco had it's first graduates from the CRC in 19SPR, with 7 students earning 10 degrees. In 2019-20, 29 students earned 43 degrees. So far this academic year (20-21), 20 students have earned a total of 27 degrees. 21% of all degrees completed were ADTs and an additional 39% were AOEs on the CSUGE or IGETC patterns.(See Goals 1&2)

- **Instruction:** We have released an annual, studio album every year since 2012. Norco Music now has more than 300 songs in our discography. Norco College Music records approximately 80 songs during the fall and spring semesters, primarily in my MIS-1 class, but also in the MIS-2, and MIS-13 classes. Our listens come primarily through streaming on Apple Music, Amazon, Spotify, and other digital distribution

nomu

sites, as well as www.norcomusic.com/music   Music — Norco Music

© 2021 Meraki Design • All Rights Reserved. Norco College • 2001 Third Street • Norco, CA 92860 www.norcomusic.com   Since the beginning of 2021 alone, our website has received more than 2,000 views, and include the United States, Singapore, China, and Philippines as regular visitors.

Art Exhibits can be seen here: Art Exhibit History

The Arts Plan for Norco College is linked in the documents.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

EMP GOAL 7. Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?
7.1 Develop comprehensive breadth of academic programs Academic Senate APC, Academic Senate Liaison, Program Development & Viability Senate Workgroup,

7.2 Develop Career & Technical Education programs and industry credentials related to regional needs Academic Senate APC, CTE Advisory Groups, Faculty non credit lead, Program Development & Viability Senate Workgroup

7.3 Develop and implement plan for noncredit and noncredit- enhanced programming Academic Senate APC, Program Development & Viability Senate Workgroup

7.4 Develop and implement plan for expanded athletics offerings Student Support Council Dean overseeing Student Life, ANSC, KIN Department

7.5 Add capacity to existing disciplines with a demonstrated need.

7.7 Build and support academic support services to improve student success.

- **Academic Affairs and Instruction:**
  - Explore developing a new procedure to assess breadth of programs and prioritized program development opportunities.

Program Review: Part 1

- o The Academic Planning Council (APC) has reviewed the schedule processes for program so to ensure that each program has a two-year rotation. These rotations have been input to ensure that students are taking the correct courses in the most efficient manner.

- o The Academic Senate has established a workgroup to address the inclusion of new programs (Ethinic Studies & Social Justice) both of these programs will have coursework and an ADT at an earlier date. Ethnic Studies will address the new requirement set by the Cal State University system (Area F) requirement.

- o The APC adopted new hiring guidelines and forms to address capacity needs in established disciplines. These guidelines and forms have been approved by Academic Senate and reviewed each year.

- o Add personnel and other resources to facilitate expansion, including positions such as:

    - CTE Program Specialist

    - Interim Apprenticeship Director (and Advocating for permanent GF)

    - Interim Associate Dean of CTE (and Advocating for permanent GF)

    - Associate Dean of Educational Partnerships

    - Maintaining current number of Instructional Department Specialists (IDS) to support programming (Advocating for GF for 1.0 position still supported by one-time funds)

    - MAP Center Director, Evaluator, Counselor, Administrative Assistant (supported by outside funding source--legislative appropriation)

    - Administrative Assistant positions supporting Educational Partnerships and CTE

    - Enrollment Services Assistant supporting Educational Partnerships and CTE

    - Outreach and Recruitment Specialist supporting Educational Partnerships and CTE

    - Instructional Department Specialist (current permanent position that needs to move to GF)

    - Employment Placement Coordinator supporting CTE, Apprenticeship (SWP funded)

    - Library LRC Director

- **CTE:**

  - o New noncredit certificates have been launched in Spring '21 with more forthcoming. The college continues to host and promote advisory boards to local industry to ensure we are developing courses and programs that lead to employment and wage gains.

  - o Norco College has approved the new apprenticeship manufacturing certificates. Program staff will work with staff to learn about the new certificate. We will remind apprentices which classes to take to graduate from the program.

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

  - o An Associate Dean of CTE was hired to by provide direct support to CTE faculty in program development and programmatic/grant support

- **Educational Partnerships:**
  - Expansion of Guaranteed Pathway Agreements with regional partners
  - Establish instructional programming with Alvord USD and Stokoe Elementary

- **Library & Learning Resources:**
  - Both Library and Learning Resource Center (LRC) have expanded weekly open hours and added Saturday hours to provide more availability to students. Library and LRC have continued to increase communication and collaboration with faculty, the Office of Instruction, categorical programs and learning communities.
  - Certification of the LRC and tutoring program by CRLA, implementation of comprehensive tutor trainings, increased tutoring support and development and implementation of an embedded tutoring model based on best practices.
  - Increasing funding the Library and LRC marketing, promotional and outreach efforts including classroom visits, social media posts, e-mail blasts to students and faculty, establishment of Library and LRC logos and development of brochures detailing resources and services. The Library has extended laptop and hotspot loan program services to student's curbside during the COVID 19 crisis.

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

7.1 Develop comprehensive breadth of academic programs Academic Senate APC, Academic Senate Liaison, Program Development & Viability Senate Workgroup,

7.2 Develop Career & Technical Education programs and industry credentials related to regional needs Academic Senate APC, CTE Advisory Groups, Faculty noncredit lead, Program Development & Viability Senate Workgroup

7.3 Develop and implement plan for noncredit and noncredit- enhanced programming Academic Senate APC, Program Development & Viability Senate Workgroup

7.4 Develop and implement plan for expanded athletics offerings Student Support Council Dean overseeing Student Life, ANSC, KIN Department

7.5 Add capacity to existing disciplines with a demonstrated need.

7.7 Build and support academic support services to improve student success.

- **Academic Affairs and Instruction:**
  - Enrollment management will make a charter that will clearly demonstrate the scope and expectations of the group. Further examination of the rotation of the courses will take place with the implementation of the new ERP and integration of EduNav or the replacement of EduNav by the ERP.
  - Develop a new procedure (possibly through the Academic Senate and Enrollment Management) to assess breadth of programs and prioritized program development opportunities.
  - Add personnel and other resources to facilitate expansion, including positions such as:
    - CTE Program Specialist

- Interim Apprenticeship Director (and Advocating for permanent GF)

- Interim Associate Dean of CTE (and Advocating for permanent GF)

- Associate Dean of Educational Partnerships

- Maintaining current number of Instructional Department Specialists (IDS) to support programming (Advocating for GF for 1.0 position still supported by one-time funds)

- MAP Center Director, Evaluator, Counselor, Administrative Assistant (supported by outside funding source--legislative appropriation)

- Administrative Assistant positions supporting Educational Partnerships and CTE

- Enrollment Services Assistant supporting Educational Partnerships and CTE

- Outreach and Recruitment Specialist supporting Educational Partnerships and CTE

- Instructional Department Specialist (current permanent position that needs to move to GF)

- Employment Placement Coordinator supporting CTE, Apprenticeship (SWP funded)

- Library LRC Director

- **CTE:**
  - The college will continue to promote and develop noncredit and credit CTE courses that are responsive to labor market needs.
  - Continue to grow and expand the CTE Advisory boards to ensure CTE programs are meeting local industry needs
  - Embed industry certifications into CTE programs

- **Educational Partnerships:**
  - Expansion of Guaranteed Pathway Agreements with regional partners
  - Establish instructional programming with Alvord USD and Stokoe Elementary

- **Library & Learning Resources:**
  - Continue to expand and improve academic support resources and services to students, faculty and the college community in both the online and face-to-face formats through adding additional digital resources, increasing PT staff positions to FT, and expanding physical library study space to create increased and flexible study space options for students.
  - Continue to increase promotion and communication of available services and resources, as well as increase collaboration with faculty and instruction in order to integrate academic support more fully into student life and the classroom for increased student success, retention, equity and transfer readiness.
  - Continue to provide extended services developed during the COVID 19 crisis, such as the laptop and hotspot loan program, to help students stay in school and be successful.

Program Review: Part 1

<u>**EVIDENCE**</u>

Do you have assessment data or other evidence that relates to this goal?

7.1 Develop comprehensive breadth of academic programs Academic Senate APC, Academic Senate Liaison, Program Development & Viability Senate Workgroup,

7.2 Develop Career & Technical Education programs and industry credentials related to regional needs Academic Senate APC, CTE Advisory Groups, Faculty non credit lead, Program Development & Viability Senate Workgroup

7.3 Develop and implement plan for noncredit and noncredit- enhanced programming Academic Senate APC, Program Development & Viability Senate Workgroup

7.4 Develop and implement plan for expanded athletics offerings Student Support Council Dean overseeing Student Life, ANSC, KIN Department

7.5 Add capacity to existing disciplines with a demonstrated need.

7.7 Build and support academic support services to improve student success.

- **Academic Affairs and Instruction:**

    o   GP data across the district demonstrates some changes in how students are taking classes. District data demonstrates that more students were full-time 2019-2020 than part time.

- **CTE:** COE Labor Market Data Report (attached)

- **Educational Partnerships:**

- **Library & Learning Resources:**

    o   Tutorial Services data consistently shows a 10% increase in student success rates for students using tutoring services through the LRC. In addition, there was a significant effect (6.5%) of tutorial on grades after controlling for one previous year's GPA.

<u>**RESOURCES**</u>

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

EMP GOAL 9. Expand workforce to support comprehensive college and develop/sustain excellent workplace culture.

<u>**GOALS AND ACTIVITIES**</u>

What are you doing now in support of this goal?

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

9.6 Develop strategy and work collaboratively with the district to increase the proportion of full-time faculty toward the 75/25 ratio.

Program Review: Part 1

- **Academic Affairs and Instruction:**

  o Added on interim basis critical positions to support workforce and comprehensive college expansion such as I

    - CTE Program Specialist

    - Interim Apprenticeship Director (and Advocating for permanent GF)

    - Interim Associate Dean of CTE (and Advocating for permanent GF)

    - Associate Dean of Educational Partnerships

  o Add (or make permanent) personnel and other resources to facilitate expansion, including positions such as:

    - CTE Program Specialist

    - Interim Apprenticeship Director (and Advocating for permanent GF)

    - Interim Associate Dean of CTE (and Advocating for permanent GF)

    - Associate Dean of Educational Partnerships

    - Maintaining current number of Instructional Department Specialists (IDS) to support programming (Advocating for GF for 1.0 position still supported by one-time funds)

    - MAP Center Director, Evaluator, Counselor, Administrative Assistant (supported by outside funding source--legislative appropriation)

    - Administrative Assistant positions supporting Educational Partnerships and CTE

    - Enrollment Services Assistant supporting Educational Partnerships and CTE

    - Outreach and Recruitment Specialist supporting Educational Partnerships and CTE

    - Instructional Department Specialist (current permanent position that needs to move to GF)

    - Employment Placement Coordinator supporting CTE, Apprenticeship (SWP funded)

    - Library LRC Director

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

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

9.6 Develop strategy and work collaboratively with the district to increase the proportion of full-time faculty toward the 75/25 ratio.

- **Academic Affairs and Instruction:**

  o

  o Add personnel and other resources to facilitate expansion, including positions such as:

    - CTE Program Specialist

- Interim Apprenticeship Director (and Advocating for permanent GF)

- Interim Associate Dean of CTE (and Advocating for permanent GF)

- Associate Dean of Educational Partnerships

- Maintaining current number of Instructional Department Specialists (IDS) to support programming (Advocating for GF for 1.0 position still supported by one-time funds)

- MAP Center Director, Evaluator, Counselor, Administrative Assistant (supported by outside funding source--legislative appropriation)

- Administrative Assistant positions supporting Educational Partnerships and CTE

- Enrollment Services Assistant supporting Educational Partnerships and CTE

- Outreach and Recruitment Specialist supporting Educational Partnerships and CTE

- Instructional Department Specialist (current permanent position that needs to move to GF)

- Employment Placement Coordinator supporting CTE, Apprenticeship (SWP funded)

- Library LRC Director

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

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

9.6 Develop strategy and work collaboratively with the district to increase the proportion of full-time faculty toward the 75/25 ratio.

- **Academic Affairs and Instruction:**

- **CTE:**

- **Educational Partnerships:**

- **Library & Learning Services**

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

EMP GOAL 11. Implement professional, intuitive, and technology-enhanced systems.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

- **Academic Affairs and Instruction:**

Program Review: Part 1

- o Expansion of Credit for Prior Learning (CPL) for Veterans through implementation of the Military Articulation Platform (MAP). MAP is implemented at Norco College, MVC, and RCC as well as in the member colleges of the Inland Empire Desert Regional Consortium.

- o Completing the PRT Project to implement PathMaker, a multi-year scheduling platform to enable scheduling, maintenance, budgeting, and optimizing entire pathways of study. PathMaker will significantly streamline manual processes and allow for improvements in planning, efficiency, and room utilization. It will also eliminate redundant and standalone processes that lead to repetitive errors that waste time and resources. Moreover, Pathmaker will facilitate College and District collaboration in the FTES and FTEF target setting and monitoring process, and will clarify the schedule for students, who will be able to see and reserve their entire pathway of study on their first day of college.

- o Add personnel and other resources to facilitate expansion, including positions such as:

  - ▪ CTE Program Specialist

  - ▪ Interim Apprenticeship Director (and Advocating for permanent GF)

  - ▪ Interim Associate Dean of CTE (and Advocating for permanent GF)

  - ▪ Associate Dean of Educational Partnerships

  - ▪ Maintaining current number of Instructional Department Specialists (IDS) to support programming (Advocating for GF for 1.0 position still supported by one-time funds)

  - ▪ MAP Center Director, Evaluator, Counselor, Administrative Assistant (supported by outside funding source--legislative appropriation)

  - ▪ Administrative Assistant positions supporting Educational Partnerships and CTE

  - ▪ Enrollment Services Assistant supporting Educational Partnerships and CTE

  - ▪ Outreach and Recruitment Specialist supporting Educational Partnerships and CTE

  - ▪ Instructional Department Specialist (current permanent position that needs to move to GF)

  - ▪ Employment Placement Coordinator supporting CTE, Apprenticeship (SWP funded)

  - ▪ Library LRC Director

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

- Expand of Credit for Prior Learning (CPL) for Veterans through implementation of the Military Articulation Platform (MAP).

  - o Gain outside funding to support the establishment of a MAP CPL Center that serves the state while being located at Norco College.

  - o Scale MAP for use statewide and by the CSUs and UCs

  - o Expand MAP usage to facilitate all types of Credit for Prior Learning

Program Review: Part 1

- Complete the PRT Project to implement PathMaker, a multi-year scheduling platform to enable scheduling, maintenance, budgeting, and optimizing entire pathways of study.

  - Support PathMaker Implementation at MVC, RCC, and the District Office, allowing collaboration and effective planning that will allow for the most efficient and effective use of resources while ensuring that our students have clear and complete pathways of study that can be completed in 2 years (or less).

- Utilize new and innovative learning platforms including AI and virtual reality technology to increase access

- Add personnel and other resources to facilitate expansion, including positions such as:

  - CTE Program Specialist

  - Interim Apprenticeship Director (and Advocating for permanent GF)

  - Interim Associate Dean of CTE (and Advocating for permanent GF)

  - Associate Dean of Educational Partnerships

  - Maintaining current number of Instructional Department Specialists (IDS) to support programming (Advocating for GF for 1.0 position still supported by one-time funds)

  - MAP Center Director, Evaluator, Counselor, Administrative Assistant (supported by outside funding source--legislative appropriation)

  - Administrative Assistant positions supporting Educational Partnerships and CTE

  - Enrollment Services Assistant supporting Educational Partnerships and CTE

  - Outreach and Recruitment Specialist supporting Educational Partnerships and CTE

  - Instructional Department Specialist (current permanent position that needs to move to GF)

  - Employment Placement Coordinator supporting CTE, Apprenticeship (SWP funded)

  - Library LRC Director

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?
No Assessment Data

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

Program Review Part 2

2021 - 2024

Information/Publication Review

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

Regular Update

Annual ACCJC Reports

Program Review Reflections

What would make program review meaningful and relevant for your unit?

To have current and easily accessible datasets that directly support our activities and goals

To have an convenient tie-in with Regular Update submissions

What questions do we need to ask to understand your area's plans, goals, needs?

None

What types of data do you need to support your area's plans, goals, needs?

To have current and easily accessible datasets that directly support our activities and goals

To have an convenient tie-in with Regular Update submissions

Enrollment, Retention, and Success data for Each Program of Study

If there are any supporting documents you would like to attach, please attach them here.

Resource Requests

2021 - 2024

What resources do we already have?
Associate Dean of Educational Partnerships (coming Fall 2021) & 19.0 hour Admin Assistant I

What resources do you need?
Admin Assistant II (1.0)

Request related to EMP goal or Assessment?
EMP Goal 6

$ Amount Requested
77,532

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
14

2021 - 2024

What resources do we already have?
Employment Placement Coordinator 1.0 (Currently funded by SWP until June 30, 2022 with possible extension

What resources do you need?
Employment Placement Coordinator

Request related to EMP goal or Assessment?
EMP Goal 5,EMP Goal 1,EMP Goal 6,EMP Goal 2,EMP Goal 9

$ Amount Requested
83,302

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
CTE: Strong Workforce Project (SWP),General Fund, Other/None

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
17

Resource Requests

2021 - 2024

What resources do we already have?
Position is General funded at 45%

What resources do you need?
Administrative Assistant III (Library & LRC) - Position is 45%. Area needs position to be 100%.

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 7,EMP Goal 9,EMP Goal 12

$ Amount Requested
58,098

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
3

2021 - 2024

What resources do we already have?
Position is General funded at 47.5% as Learning Center Assistant receiving differential pay for Tutorial Services Clerk.

What resources do you need?
Tutorial Services Clerk (LRC) - Position is currently 47.5%. Area needs position to be 100%.

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 7,EMP Goal 9,EMP Goal 12

$ Amount Requested
52,128

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
8

Resource Requests

2021 - 2024

What resources do we already have?
Position is funded at 47.5% as Learning Center Assistant receiving differential pay for Tutorial Services Clerk.

What resources do you need?
Tutorial Services Clerk (LRC) - Position is currently funded at 47.5%. Area needs position to be 100%.

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 7,EMP Goal 9,EMP Goal 12

$ Amount Requested
52,128

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
7

2021 - 2024

What resources do we already have?
Position is General funded at 47.5%

What resources do you need?
Tutorial Services Clerk (LRC) FT. Position is currently funded at 47.5%. Area needs position to be 100%.

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 7,EMP Goal 9,EMP Goal 12

$ Amount Requested
52,128

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
4

Resource Requests

2021 - 2024

What resources do we already have?
23 K general fund tutorial budget

What resources do you need?
Base budget for Tutor salaries to support Tutorial Services operations

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 7,EMP Goal 9,EMP Goal 12

$ Amount Requested
214,000

Resource Type
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

Potential Funding Source(s)
General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
1

2021 - 2024

What resources do we already have?
There is no administrative support for CTE, Apprenticeship, Noncredit and Adult Ed

What resources do you need?
Administrative Assistant II (new position 1.0) for CTE, Apprenticeship, Noncredit and Adult Ed

Request related to EMP goal or Assessment?
EMP Goal 5,EMP Goal 1,EMP Goal 2,EMP Goal 6,EMP Goal 7

$ Amount Requested
99,291

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
6

Resource Requests

2021 - 2024

What resources do we already have?
19.5 Ed Advisor currently funded CAEP July 1, 2021 - June 30, 2023 with possible extension through 2024

What resources do you need?
Ed Advisor for Noncredit, Apprenticeship & Adult Ed (additional .5 to make full-time)

Request related to EMP goal or Assessment?
EMP Goal 5,EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 6

$ Amount Requested
88,095

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
Other/None, CTE: Strong Workforce Project (SWP), General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
9

2021 - 2024

What resources do we already have?
None.

What resources do you need?
Director, Learning Resource Center

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 7,EMP Goal 9,EMP Goal 12

$ Amount Requested
143,358

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
11

Resource Requests

2021 - 2024

What resources do we already have?
None.

What resources do you need?
Associate Faculty Librarians Budget Augmentation

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 7,EMP Goal 9,EMP Goal 12

$ Amount Requested
86,338

Resource Type
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

Potential Funding Source(s)
General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
50

2021 - 2024

What resources do we already have?
CTE Project Specialist (Currently funded by SWP and Perkins until June 30, 2022 with possible extension through 2023)

What resources do you need?
CTE Project Specialist 1.0

Request related to EMP goal or Assessment?
EMP Goal 1, EMP Goal 2, EMP Goal 3, EMP Goal 7

$ Amount Requested
131,411

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
CTE: Perkins (VTEA), CTE: Strong Workforce Project (SWP), General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
13

Resource Requests

2021 - 2024

What resources do we already have?
Outreach and Recruitment Specialist 1.0 (Currently funded SWP, NSF, RSI until June 30, 2022 with possible extension through 2023)

What resources do you need?
Outreach and Recruitment Specialist 1.0 (Currently funded SWP, NSF, RSI until June 30, 2022 with possible extension through 2023)

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 5,EMP Goal 7

$ Amount Requested
105,634

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
CTE: Strong Workforce Project (SWP),Other/None, General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
12

2021 - 2024

What resources do we already have?
Apprenticeship Director (Currently funded SWP, NSF, RSI until June 30, 2022 with possible extension through 2023)

What resources do you need?
Apprenticeship Director (Currently funded SWP, NSF, RSI until June 30, 2022 with possible extension through 2023)

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 7

$ Amount Requested
147,935

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
CTE: Strong Workforce Project (SWP),General Fund, Other/None

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
14

Resource Requests

2021 - 2024

What resources do we already have?
Associate Dean of CTE (Currently funded by SWP until June 30, 2022 with possible extension through 2023)

What resources do you need?
Associate Dean of CTE (Currently funded by SWP until June 30, 2022 with possible extension through 2023)

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 5,EMP Goal 6

$ Amount Requested
185,215

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
CTE: Strong Workforce Project (SWP),General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
18

2021 - 2024

What resources do we already have?
Institutional Research Specialist (.48) to support CTE (Currently funded by SWP until June 30, 2022 with possible extension through 2023)

What resources do you need?
Institutional Research Specialist (.48) to support CTE (Currently funded by SWP until June 30, 2022 with possible extension through 2023)

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 5,EMP Goal 6,EMP Goal 7,EMP Goal 9

$ Amount Requested
34,429

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
CTE: Strong Workforce Project (SWP),General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
9

Resource Requests

2021 - 2024

What resources do we already have?
None

What resources do you need?
Dean of Instruction for School of Social and Behavioral Sciences

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 7

$ Amount Requested
21,680

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
15

2021 - 2024

What resources do we already have?
None

What resources do you need?
Dean of Instruction for School of Business and Management

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 7

$ Amount Requested
210,680

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
16

Resource Requests

2021 - 2024

What resources do we already have?
CARES/HEERF/ARP

What resources do you need?
Outreach/Communication for FTES equitable access, growth, retention

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 6

$ Amount Requested
150,000

Resource Type
ITEM: Instructional supplies

Potential Funding Source(s)
Other/None

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
3

2021 - 2024

What resources do we already have?
CARES/HEERF/ARP

What resources do you need?
AV Upgrades for virtual and in-person instruction

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2

$ Amount Requested
300,000

Resource Type
ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)
Other/None

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
5

Resource Requests

2021 - 2024

What resources do we already have?
CARES/HEERF/ARP

What resources do you need?
GP Complex and Equipment, Furnishings

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 4,EMP Goal 6

$ Amount Requested
5,000,000

Resource Type
BUDGET: Facilities Building, Remodel

Potential Funding Source(s)
Other/None

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
16

2021 - 2024

What resources do we already have?
CARES/HEERF/ARP

What resources do you need?
Outdoor Adirondack Chairs

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2

$ Amount Requested
10,000

Resource Type
ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)
Other/None

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
18

Resource Requests

2021 - 2024

What resources do we already have?
Administrative Assistant II for Educational Partnerships (19 hours)

What resources do you need?
Administrative Assistant II for Educational Partnerships (FT)

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 3,EMP Goal 6,EMP Goal 7

$ Amount Requested
75,440

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
5

2021 - 2024

What resources do we already have?
Two counselors with .67 load each at the CRC

What resources do you need?
One FT Ed Advisor in addition to two part-time counselors

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 5,EMP Goal 6,EMP Goal 9

$ Amount Requested
119,731

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
10

Resource Requests

2021 - 2024

What resources do we already have?
None.

What resources do you need?
Sanitizing Machine for Library

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 7

$ Amount Requested
5,000

Resource Type
ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)
Other/None

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
6

2021 - 2024

What resources do we already have?
None.

What resources do you need?
Laptops (200) for Student Loan Program

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 7

$ Amount Requested
200,000

Resource Type
ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)
Other/None

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
7

Resource Requests

2021 - 2024

What resources do we already have?
None.

What resources do you need?
Hotspots (200) for Student Loan Program

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 7

$ Amount Requested
53,000

Resource Type
ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)
Other/None

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
8

2021 - 2024

What resources do we already have?
None.

What resources do you need?
Laptop Carts (10) to store Student Laptop Loan Program laptops

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 7

$ Amount Requested
7,000

Resource Type
ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)
Other/None

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
9

Resource Requests

2021 - 2024

What resources do we already have?
None.

What resources do you need?
Library Study Space Expansion

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 4,EMP Goal 7

$ Amount Requested
100,000

Resource Type
ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)
Other/None

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
10

2021 - 2024

What resources do we already have?
None.

What resources do you need?
Software licensing for 3 years (Adobe Creative Cloud, NetTutor, Library LSP, Library Databases, Psych Info, Labster, Pronto, Proctorio, JOVE)

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 4,EMP Goal 7

$ Amount Requested
100,000

Resource Type
ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)
Other/None

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
13

Resource Requests

2021 - 2024

What resources do we already have?
None

What resources do you need?
Math Stipends for Summer Math Institute (40 hours X 5 Faculty)

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3

$ Amount Requested
15,098

Resource Type
ITEM: Instructional supplies

Potential Funding Source(s)
Other/None

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
2

2021 - 2024

What resources do we already have?
None

What resources do you need?
Instructional Equipment and Materials for Activity Classes (Summer 2021)

Request related to EMP goal or Assessment?
EMP Goal 1

$ Amount Requested
25,000

Resource Type
ITEM: Instructional supplies

Potential Funding Source(s)
Other/None

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
14

Resource Requests

2021 - 2024

What resources do we already have?
Making due with current staffing and grant funding, but this is not going to be able to continue.

What resources do you need?
Enrollment Services Assistant (1.0) for Prison Education, Dual Enrollment, CTE Apprenticeship, Adult Education, Non Credit, Summer Math Institute

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3

$ Amount Requested
93,797

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
2

2021 - 2024

What resources do we already have?
Chairs/Desks that do not all function properly

What resources do you need?
Replacement of Chair/Desks in IT 101 & IT 117

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 10

$ Amount Requested
100,000

Resource Type
ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)
Other/None

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
17

Resource Requests

2021 - 2024

What resources do we already have?
GP Funding

What resources do you need?
Guided Pathways & Equity Funding for Faculty reassign for Pillar 4

Request related to EMP goal or Assessment?
EMP Goal 4,EMP Goal 2

$ Amount Requested
100,000

Resource Type
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

Potential Funding Source(s)
Equity, General Fund, Guided Pathways

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
11

2021 - 2024

What resources do we already have?
Fourth IDS currently funded on One Time Funds

What resources do you need?
Permanent funded IDS (fourth IDS)

Request related to EMP goal or Assessment?
EMP Goal 2,EMP Goal 9,EMP Goal 12

$ Amount Requested
111,991

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
1

Resource Requests

2021 - 2024

What resources do we already have?
None

What resources do you need?
Guided Pathways & Equity Engagement Center Educational Advisor Hours

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 4

$ Amount Requested
100,000

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
General Fund, Guided Pathways, Other/None

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
12

2021 - 2024

What resources do we already have?
None

What resources do you need?
Enrollment Services Assistant (.475) for Prison Education, Dual Enrollment, CTE Apprenticeship, Adult Education, Non Credit, Summer Math Institute

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 4

$ Amount Requested
21,759

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
General Fund, Other/None

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
2

Resource Requests

2021 - 2024

What resources do we already have?
District Funding

What resources do you need?
Funding for Faculty special projects for Teaching Matters

Request related to EMP goal or Assessment?
EMP Goal 2,EMP Goal 3,EMP Goal 4

$ Amount Requested
30,000

Resource Type
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

Potential Funding Source(s)
Equity, Other/None

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
15

2021 - 2024

What resources do we already have?
none

What resources do you need?
Institutional Research Specialist (.48) to support Academic Affairs programs

Request related to EMP goal or Assessment?
EMP Goal 2,EMP Goal 3,EMP Goal 4

$ Amount Requested
34,429

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
Equity, General Fund, Guided Pathways, Other/None

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
9

Resource Requests

2021 - 2024

What resources do we already have?
Two Grant funded Directors

What resources do you need?
Associate Dean Education Partnerships

Request related to EMP goal or Assessment?
EMP Goal 1,EMP Goal 2,EMP Goal 5,EMP Goal 6

$ Amount Requested
185,215

Resource Type
STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)
General Fund

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
19

Submission

2021 - 2024

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

CAREER & TECHNICAL EDUCATION EMPLOYMENT OUTCOMES SURVEY

2020 COLLEGE REPORT

Norco College

Completer and skills-building students at Norco College were surveyed if they met one of the following criteria in 2017-2018, and did not enroll (or were minimally enrolled) in 2018-2019: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units. The survey was administered in 2020 by e-mail, text message (SMS), and telephone. The survey addressed student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career. A total of 839 students were surveyed and 265 (32%) students responded: 31% by email, 58% by phone, and 11% by SMS.

How satisfied are students with the education and training they received?

Very Satisfied 51.3%
Satisfied 38.1%
Other 10.6%
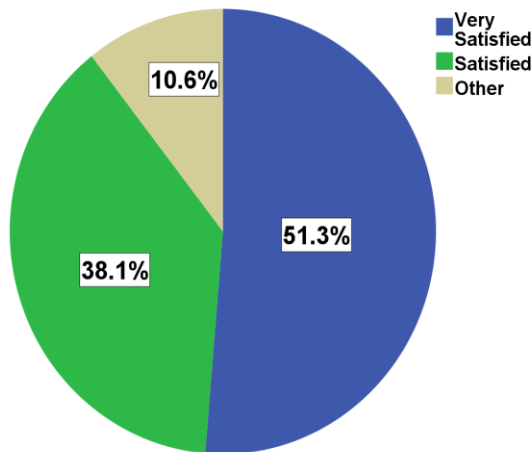
How many students secured a job that is closely related to their program of study?

Very close 41.0%
Close 28.5%
Not close 30.5%
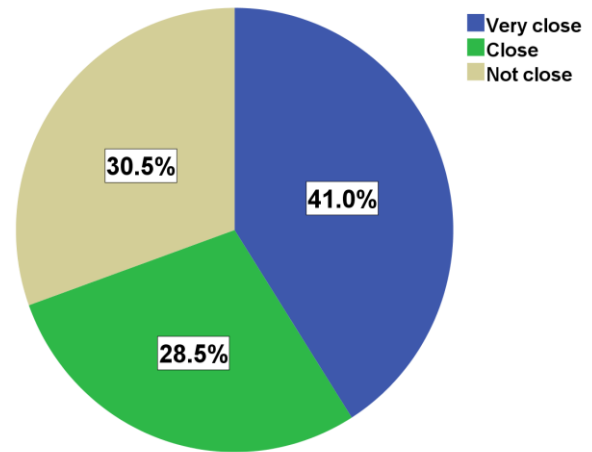
How many hours per week are employed students working?

40+ hours 70.3%
>20 hours 18.8%
<20 hours 10.9%
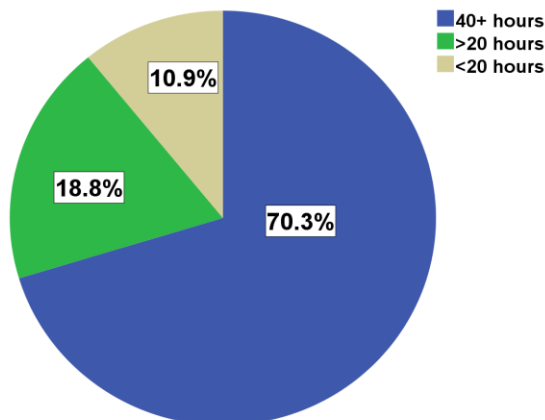
How many months did it take for students to find a job?

0 30.4%
1-3 28.6%
4-6 19.6%
7+ 21.4%

12/17/2020
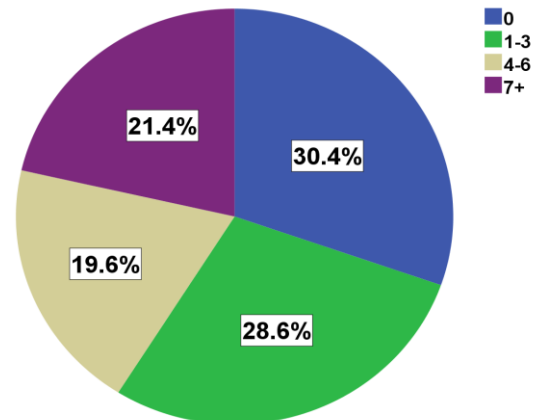
What were the hourly wages of the students before training versus after training?
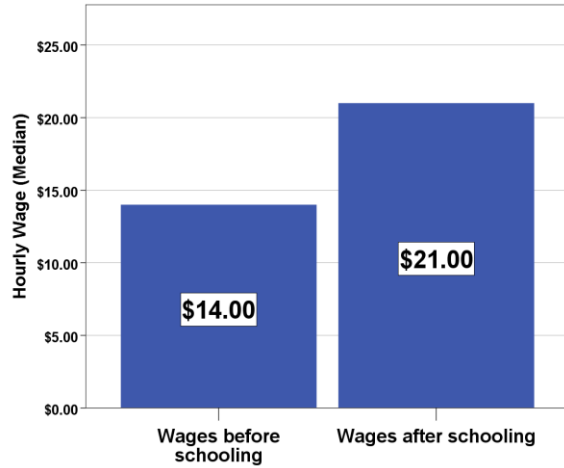
What were the hourly wages of transfer students and non-transfer students—before training versus after training?
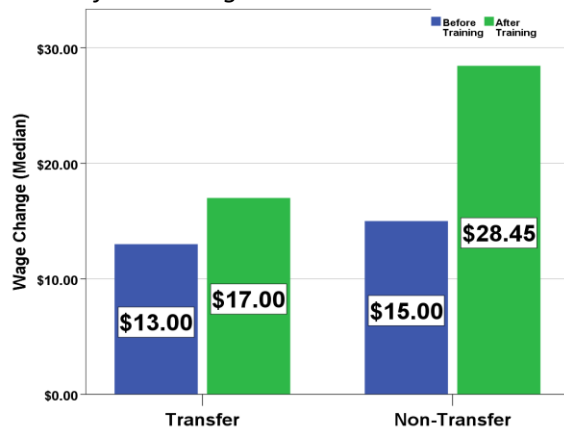
Does the similarity between job and program of study influence wage gains?

What is your current employment status?
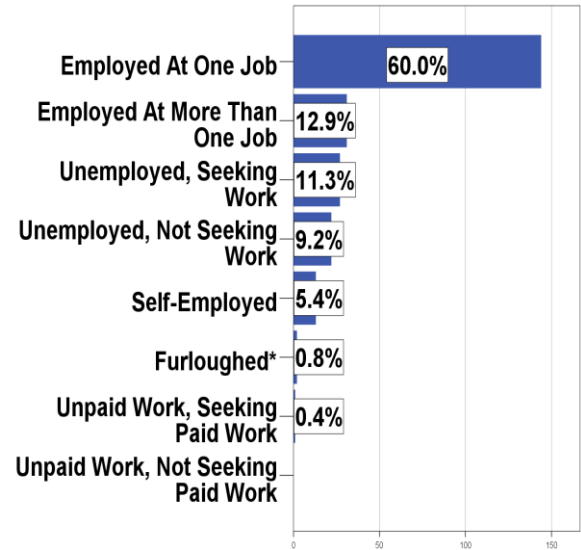
More Key Results

$7.00 is the overall change in hourly wages after completing training—in dollars

50% is the overall change in hourly wages after completing training—in percentage gain

79% of respondents reported being employed for pay

48% of respondents reported transferring to another college or university

89% of respondents reported being very satisfied or satisfied with their training.

Conclusion

The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed and are working in the same field as their studies or training. Notably, students realize a greater wage gain after completing their studies if they secure a job that is similar to their program of study.

For 2020, current data was used when available, data collected on pre-pandemic outcomes was used when current data was unavailable.
*The option of "Furloughed" was only available to respondents who took the survey version initiated after the start of the COVID-19 pandemic.

Goal	Objective	Description	Strategic body responsible for coordination & assessing progress annually	Operational committee, group, or position to lead implementation	
Goal 1 *(Access) Expand college access by increasing both headcount and FTES.*					
1	1.1 (KPI 1)	Go from 7,366 to 8,759 total FTES	Academic Council	APC, SSC and Enrollment Management Workgroup	
1	1.2 (KPI 2)	Go from 14,624 headcount to 16,581 total headcount	Student Support Council	APC, SSC, Enrollment Management Workgroup	
1	1.3	Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)	Student Support Council	Individual employees with functional oversight, Academic Planning Chairs, and Racial Justice Task Force	
1	1.4 (KPI 3)	Increase capture rates from feeder high schools by 4% annually.	Student Support Council	Student Services operational group	
Goal 2	*(Success) Implement Guided Pathways framework.*				
2	2.1 (KPI 4)	Increase number of degrees completed by 15% annually	Academic Council	Deans of Instruction, Guided Pathways Workgroup, Counseling, Academic Evaluations	
2	2.2 (KPI 5)	Increase number of certificates completely by 15% annually	Academic Council	Deans of Instruction, Guided Pathways Workgroup, Counseling, Academic Evaluations	
2	2.3	Decrease AA degree unit accumulation from 88 to 74 total units on average	Academic Council	Academic Planning Chairs	
2	2.4 (KPI 6)	Increase number of transfers 15% annually	Student Support Council	Transfer Center, Counseling, Guided Pathway project team	
2	2.5 (KPI 7)	Increase the number of first-time, full-time enrolled students from 508 to 900	Student Support Council	Engagement Centers, **Promise Workgroup**	
2	2.6	Increase percent of students who receive financial aid from 73% to 81%	Student Support Council	Financial Aid Office, **Promise Workgroup**	
2	2.7	Increase number of students who complete transfer level math and English by 20% per year	Academic Council	Engagement Centers, Counselors, English and Math Department Chairs, AB 705 Workgroup	
Goal 3	*(Equity) Close all student equity gaps.*				
3	3.1 (KPI 8)	Reduce the equity gap for African American students by 40%.	Student Support Council	Dean(s) overseeing Equity, Teaching & Learning Committee, PACES grant	

Goal	Objective	Description	Strategic body responsible for coordination & assessing progress annually	Operational committee, group, or position to lead implementation	
				director, Distance Education Committee, Racial Justice Task Force, Umoja	
3	3.2 (KPI 9)	Reduce the equity gap for Latinx students by 40%.	Student Support Council	Dean(s) overseeing Equity, Teaching & Learning Committee, PACES grant director, Distance Education Committee, Puente	
3	3.3 (KPI 10)	Reduce the equity gap for Men of Color by 40%.	Student Support Council	Dean(s) overseeing Equity, Teaching & Learning Committee, PACES grant director, Distance Education Committee, Men of Color	
3	3.4 (KPI 11)	Reduce the equity gap for LGBTQ+ students by 40%.	Student Support Council	Dean(s) overseeing Equity, Teaching & Learning Committee, LGBTQ+ Advocates Committee, and Distance Education Committee	
3	3.5 (KPI 12)	Reduce the equity gap for Foster Youth students by 40%.	Student Support Council	Dean(s) overseeing Special Funded Programs, Teaching & Learning Committee, Distance Education Committee, EOPS	
Goal 4	*(Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement.*				
4	4.1	Increase percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees)	Institutional Effectiveness & Governance Council	Dean(s) overseeing Equity, Guided Pathways Workgroup, Faculty Professional Development Committee, Classified Professional Development Committee, Professional Development Coordinating Network	
4	4.2	Increase percentage of employees who complete Racial Micro aggressions certificate from 1% to 60% (285 out of 472 employees)	Institutional Effectiveness & Governance Council	Dean overseeing Equity Professional Development, Faculty Professional Development Committee, Classified Professional Development Committee, Professional Development Coordinating Network	
4	4.3	Increase percentage of faculty who complete Teaching Men of Color in the Community College certificate from 3% to 40% (125 out of 315 faculty)	Academic Senate	Teaching & Learning Committee, Dean overseeing Equity, Professional Development Coordinating Network	

Goal	Objective	Description	Strategic body responsible for coordination & assessing progress annually	Operational committee, group, or position to lead implementation	
Goal 5	*(Workforce and Economic Development) Reduce working poverty and the skills gap*				
5	5.1 (KPI 13)	Increase the median annual earnings of all students	Student Support Council	Career Center, Apprenticeship Director, CalWORKS, Counseling; **Employment Services/Resources**	
5	5.2 (KPI 14)	Increase percent of CTE students employed in their field of study by 3% annually	Academic Council	CTE Project Specialist, Administrator(s) overseeing CTE; CTE Faculty	
5	5.3 (KPI 15)	Increase percent of all students who attain a livable wage by 5% annually	Student Support Council	Career Center, Apprenticeship Director, Counseling; **Employment Services/Resources**	
5	5.4	Establish the Center for Workforce Innovation to create and expand apprenticeships & work-based learning opportunities	Academic Council	Administrator(s) overseeing CTE	
Goal 6	*(Community Partnerships) Pursue, develop, & sustain collaborative partnerships*				
6	6.1	Establish and expand relationships with regional educational institutions	Academic Council	Dual Enrollment, AB 705 Workgroup, Guided Pathways Workgroup, DOIs	
6	6.2	Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations	Institutional Effectiveness & Governance Council	Dean overseeing CTE	
6	6.3	Expand partnerships with regional veterans' services and support organizations	Student Support Council	Veteran's Center	
6	6.4	Work toward reducing recidivism through incarcerated student education	Academic Council	Manager overseeing Prison Education & **Prison Education Advisory**	
6	6.5	Position the college's image and reputation as a leading academic institution in the region	Office of the President	President, Public Affairs Officer	
6	6.6	Develop regional outreach and recruitment systems	Student Support Council	Manager overseeing Dual Enrollment and College Transition	
6	6.7	Help establish a distinct regional identity, organization, and communication amongst our local communities	Institutional Effectiveness & Governance Council	President, Dean overseeing CTE, Marketing Committee	

| Goal	Objective	Description	Strategic body responsible for coordination & assessing progress annually	Operational committee, group, or position to lead implementation	
6	6.8	Stimulate regional arts development	Academic Council	School of Arts & Humanities	
Goal 7	*(Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.*				
7	7.1	Develop comprehensive breadth of academic programs	Academic Senate	APC, Academic Senate Liaison, **Program Development & Viability Senate Workgroup,**	
7	7.2	Develop Career & Technical Education programs and industry credentials related to regional needs	Academic Senate	APC, CTE Advisory Groups, Faculty non-credit lead, **Program Development & Viability Senate Workgroup**	
7	7.3	Develop and implement plan for noncredit and noncredit-enhanced programming	Academic Senate	APC, **Program Development & Viability Senate Workgroup**	
7	7.4	Develop and implement plan for expanded athletics offerings	Student Support Council	Dean overseeing Student Life, ANSC, KIN Department	
7	7.5	Add capacity to existing disciplines with a demonstrated need.	Academic Senate	Academic Planning Chairs (Department Leadership)	
7	7.6	Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom.	Student Support Council	Student Services Operational Groups, academic programs/leads	
7	7.7	Build and support academic support services to improve student success	Academic Council	Academic Affairs Operational Groups	
Goal 8	*(Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.*				
8	8.1	Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.	Institutional Effectiveness & Governance Council	Institutional Effectiveness Office, Assessment Committee	
8	8.2	Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans.	Institutional Effectiveness & Governance Council	VP Planning & Development, ALO, Accreditation Faculty Lead, Program Review Committee	

Goal	Objective	Description	Strategic body responsible for coordination & assessing progress annually	Operational committee, group, or position to lead implementation	
8	8.3	Revise governance process - formalize all unwritten governance processes for more effective implementation of the Educational Master Plan.	Academic Senate & College Council	Academic Senate Leadership, Executive Cabinet	
8	8.4	Develop, evaluate, and monitor our governance, decision- making, and resource allocation processes on the basis of the college mission and plans.	Academic Senate & Institutional Effectiveness & Governance Council	Program Review Committee, Executive Cabinet	
8	8.5	Continue to monitor and adjust the college's organizational chart for effective implementation of the Educational Master Plan	Office of the President	President	
Goal 9	*(Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture*				
9	9.1	Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college.	Resources Council	VP, Business Services	
9	9.2	Develop systems and provide resources to preserve and foster a positive workplace culture for all constituent groups including full-time faculty, part-time faculty, classified professionals, student workers, and managers.	Institutional Effectiveness & Governance Council	Diversity, Equity & Inclusion Committee, Office of the President, CSEA 535, CTA, MLA, The Faculty Unification, Networking Committee and Racial Justice Task Force	
9	9.3	Develop culture that recognizes/thanks employees on regular basis and celebrates college's successes	Office of the President	Office of the President	
9	9.4	Develop strategy to maximize the number of classified professionals, faculty and managers involved in college governance without compromising mission-critical work	Institutional Effectiveness & Governance Council	Executive Cabinet, CSEA 535 governance subcommittee, Academic Senate	
9	9.5	Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time	Academic Senate & Academic Council	Academic Affairs Operational Group	
9	9.6	Develop strategy and work collaboratively with the district to increase the proportion of full-time faculty toward the 75/25 ratio.	Academic Senate	APC, VPAA, CTA	
Goal 10	*(Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.*				

Goal	Objective	Description	Strategic body responsible for coordination & assessing progress annually	Operational committee, group, or position to lead implementation	
10	10.1	Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college	Resources Council	VP Business Services	
10	10.2	Develop and maintain Facilities Master Plan	Resources Council	Business Services Operational Group	
10	10.3	Build out funded projects (amphitheater, Center for Student Success room 217, etc.)	Resources Council	Business Services Operational Group	
10	10.4	Finish Veterans Resource Center Phase 1 by Spring 2021	Resources Council	Business Services Operational Group	
10	10.5	Open Early Childhood Education Center	Resources Council	Business Services Operational Group	
10	10.6	Develop plans and strategies to capitalize on state facilities funding to maximize local project funding availability.	Resources Council	Business Services Operational Group	
10	10.7	Build 2nd access road	Resources Council	Office of the President	
10	10.8	Explore and pursue land acquisition adjacent to college property	Resources Council	Office of the President	
10	10.9	Develop and start implementing sustainable campus	Resources Council	Business Services Operational Group	
10	10.10	Design spaces that intentionally build community	Resources Council	Business Services Operational Group, Guided Pathways Workgroup	
10	10.11	Install immediate/temporary facilities to address current capacity needs by summer 2021.	Resources Council	Business Services Operational Group	
10	10.12	Enhance transportation infrastructure	Resources Council	Business Services Operational Group	
10	10.13	Develop and implement plans for off-campus facilities for instructional purposes	Institutional Effectiveness & Governance Council	VP Planning & Development	

Goal	Objective	Description	Strategic body responsible for coordination & assessing progress annually	Operational committee, group, or position to lead implementation	
Goal 11	*(Operations) Implement professional, intuitive, and technology-enhanced systems*				
11	11.1	Design intuitive and simple student onboarding system	Student Support Council	Guided Pathways Workgroup	
11	11.2	Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle ("from recruitment to alumni")	Student Support Council and Institutional Effectiveness & Governance Council	Guided Pathways Workgroup, **ERP Implementation Workgroup**	
Goal 12	*(Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals.*				
12	12.1	Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college.	Resources Council	NC Reps on DBAC, President	
12	12.2	Coordinate with RCCD to establish a BAM that allocates funding equitably	Resources Council	NC Reps on DBAC, VP Business Services	
12	12.3	Support General Obligation bond campaign and implementation	College Council	Office of the President	
12	12.4	Develop 30% of overall budget from non-general fund revenue sources	Resources Council	Dean overseeing Grants, Grants Advisory Panel	

First Time Freshman by **First Term Status** Districtwide
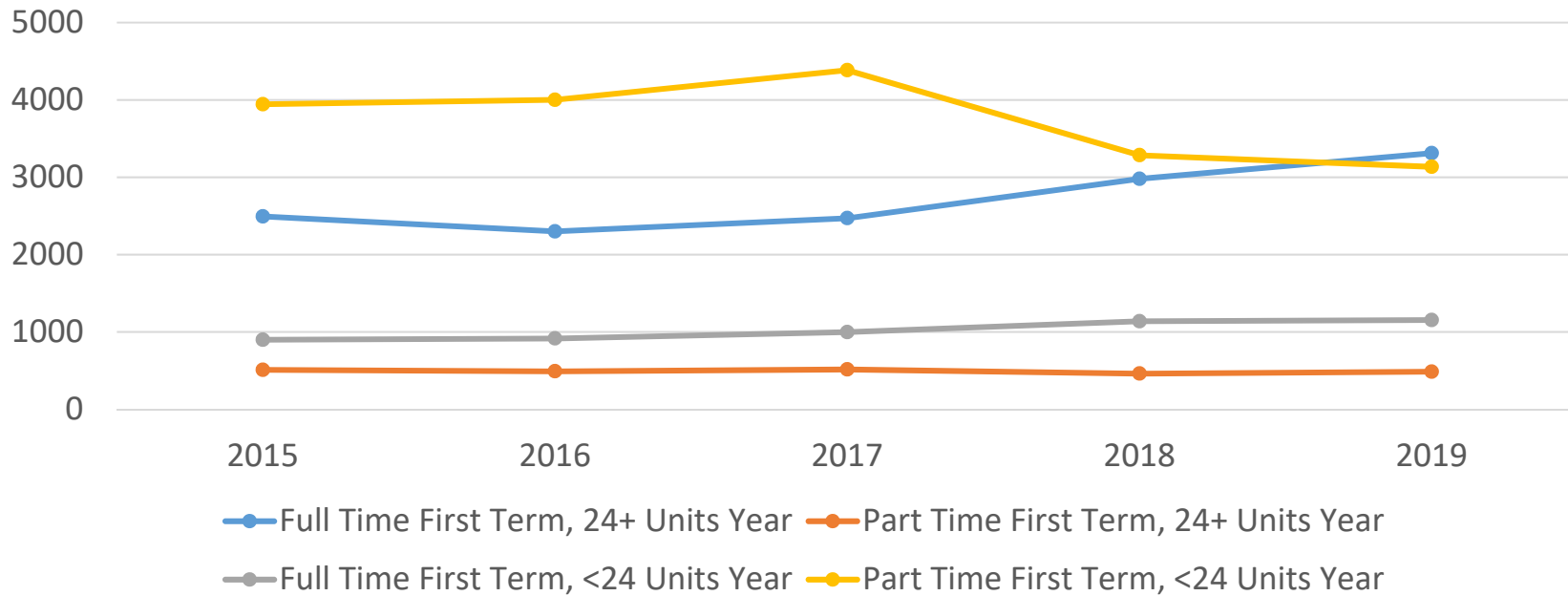
	2015		2016		2017		2018		2019	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Full Time First Term, 24+ Units Year	2493	31.8%	2300	29.8%	2471	29.5%	2979	37.9%	3311	40.9%
Part Time First Term, 24+ Units Year	510	6.5%	491	6.4%	515	6.2%	461	5.9%	486	6.0%
Full Time First Term, <24 Units Year	899	11.5%	916	11.9%	998	11.9%	1138	14.5%	1154	14.3%
Part Time First Term, <24 Units Year	3943	50.3%	4001	51.9%	4384	52.4%	3285	41.8%	3135	38.8%
Grand Total	7845	100.0%	7708	100.0%	8368	100.0%	7863	100.0%	8086	100.0%

8

NORCO COLLEGE
LOCAL WORKFORCE DEMAND ASSESSMENT

NORCO COLLEGE

C·O·E
CENTERS OF EXCELLENCE
FOR LABOR MARKET RESEARCH

TABLE OF CONTENTS

COVID-19 Disclaimer

This report includes employment projection data by Emsi. Emsi's projections are modeled on recorded (historical) employment figures and incorporate several underlying assumptions, including the assumption that the economy during the projection period will be at approximately full employment or potential output. To the extent that a recession or labor shock, such as the economic effects of COVID-19, can cause long-term structural change, they may impact the projections. At this time, it is not possible to quantify the impact of COVID-19 on projections of industry and occupational employment. Other measures such as unemployment rates and monthly industry employment estimates will reflect the most recent information on employment and jobs in the state and, in combination with input from local employers, may help validate current and future employment needs as depicted here.

INTRODUCTION

Situated in the Inland Empire subregion of the Inland Empire/Desert Region, Norco College serves the cities and communities of Chino, Corona, Jurupa Valley, Mira Loma, Norco, Ontario, and Riverside (Exhibit 1). The college has a physical campus location in Norco.

To equitably serve residents and create programs that align with local business needs, community colleges should develop an awareness of their surrounding populations and area employers. With this knowledge, colleges have the ability to effectively serve their communities and build programs that lead to gainful employment opportunities for students after program completion.

This assessment by the Inland Empire/Desert Region Center of Excellence, in partnership with Norco College's research staff, seeks to illuminate the job opportunities available to students within the area served by Norco College and determine to what extent the college is meeting local employer demand. Furthermore, this analysis identifies opportunities for the college to create new training programs for in-demand occupations for which no programs currently exist.

Exhibit 1: Area served by Norco College
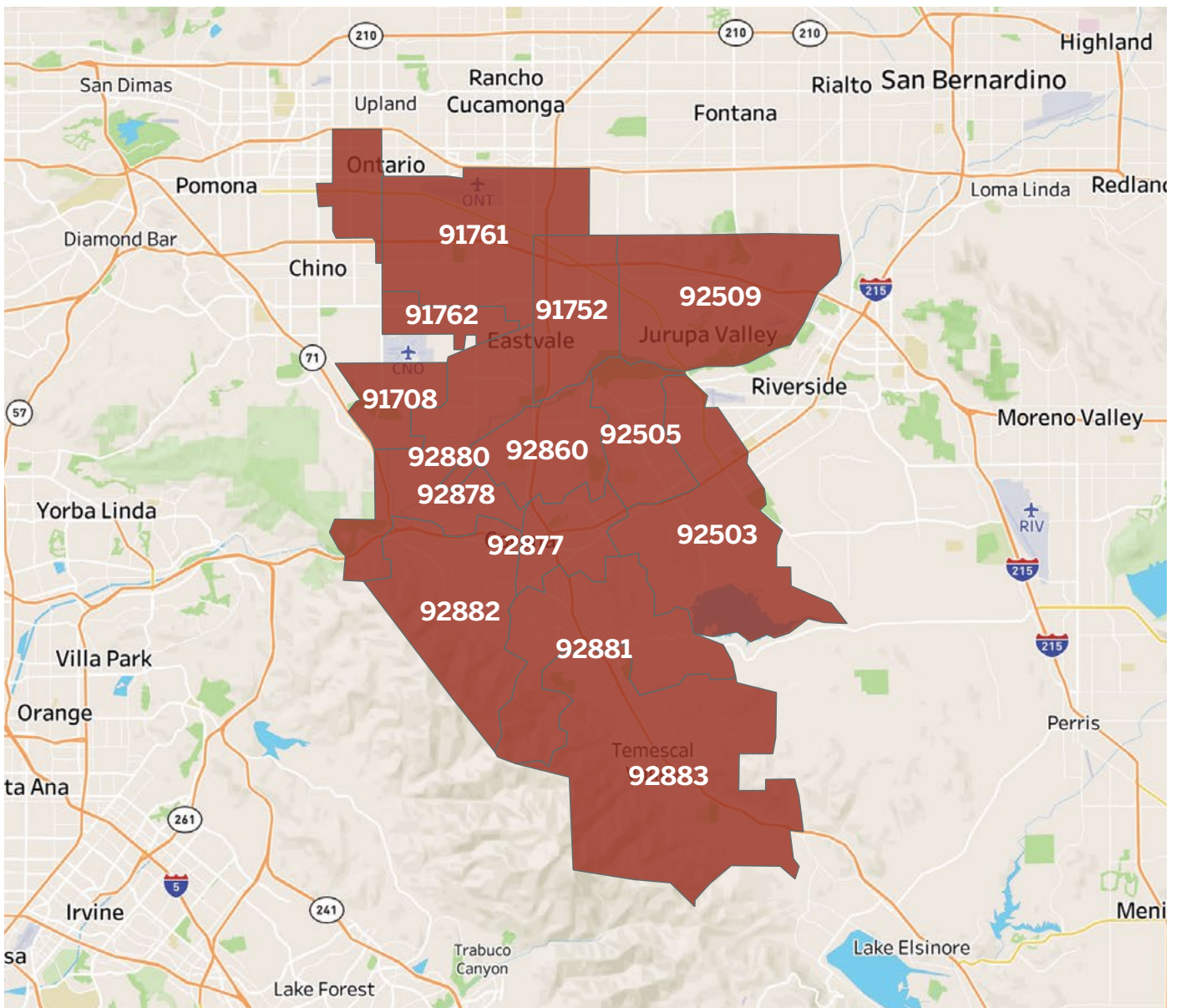
Source: Emsi, Tableau

METHODOLOGY

The analysis in this local workforce demand assessment reviews Norco College's area population, industries, and community college programs aligned to an occupational crosswalk. The area examined in this report may not perfectly align to the college's established service area due to the geographic shape and placement of the selected ZIP codes for analysis. ZIP codes within and beyond the college's established boundaries were examined to fully capture its student population, business partnerships, and nearby job opportunities. Appendix A contains detailed information by area ZIP code for the population and the number of middle-skill jobs in 2019. Norco College's program offerings are organized by the California Department of Education (CDE) industry sectors. A CDE-to-Taxonomy-of-Programs (TOP) crosswalk, validated by the California Community Colleges Chancellor's Office, was used to link CDE sectors to Norco College's TOP code offerings. Linking Norco College's TOP code offerings to CDE sectors provides a foundation for aligning local secondary career education (CE) course offerings to community college programs in future studies.

The TOP-code-to-Standard-Occupational-Classification-(SOC) crosswalk, developed by the Centers of Excellence for Labor Market Research, was used to identify community college programs that prepare students for related middle-skill and higher-skill occupations. Middle-skill occupations typically require educational attainment greater than a high school diploma, but less than a four-year degree. The higher-skill jobs examined in this study are limited to those that typically require only a bachelor's degree to enter employment, providing insight on employment opportunities for community college students who transfer to four-year postsecondary institutions.

The annual job openings figures presented in this study are representative of the college's geographic boundary, providing a hyper localized view of workforce demand. This study addresses the in-demand and high-wage occupation criteria established by the Perkins V Comprehensive Local Needs Assessment (CLNA) Framework template. For this study, an occupation is in-demand if it has at least 100 annual job openings in the Inland Empire/Desert Region (IEDR). An occupation is high-wage if its median hourly wage meets or exceeds $20.86 per hour, the average median hourly wage for all California occupations. All occupational data is sourced from Emsi 20.2; QCEW, non-QCEW, Self-Employed. Appendix D lists comprehensive occupational demand and wage data for all occupations included in this report. Finally, Appendix E contains the crosswalk linking CDE sectors with CCCCO sectors defined by the Chancellor's Office.

DEMOGRAPHIC COMPOSITION

This section analyzes the demographic characteristics of the Norco College area, including population count, gender, race/ethnicity, age, and educational attainment. Understanding the local area's composition is essential to ensure the college is serving its population and undertaking appropriate planning for future student cohorts.

Resident Population

The Norco College area is home to 710,187 residents or approximately 15.2% of the Inland Empire/Desert Region, containing 4,672,608 residents. Norco is the 262nd largest city in California with an estimated population of 26,426 residents in 2019. The college serves portions of Riverside (326,427 residents) and Ontario (180,494 residents), which are the 11th and 24th (respectively) largest cities in the state. Corona is the 30th most populous city in the college area with 166,723 residents in 2019, according to the California Department of Finance.

Over the five-year period between 2019 and 2024, the college area's population is projected to increase by 5.4%, adding 38,637 residents (Exhibit 2). Population growth in the college area is projected to increase faster than the region, 4.3%, and state, 2.3%, over the same five-year timeframe.

Exhibit 2: Five-year population growth, Norco College area, Inland Empire/Desert Region, and California

5.4%
Norco College Area

4.3%
Inland Empire/Desert Region

2.3%
California
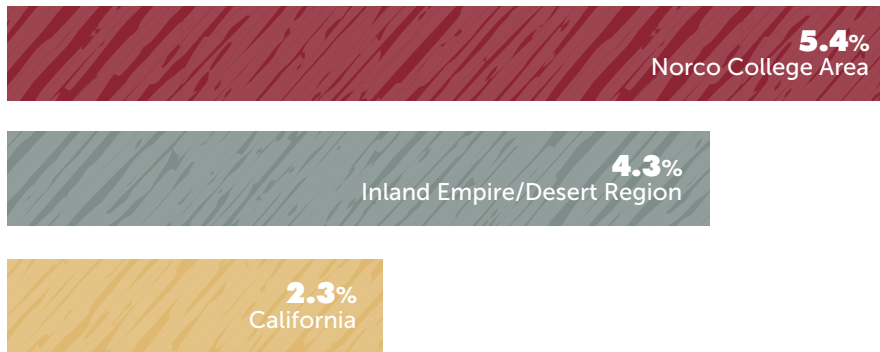
Source: Emsi 20.2

Resident Gender

The Norco College area has an equal proportion of males and females (Exhibit 3). Gender figures for the Inland Empire/Desert Region are available in Appendix B.

Exhibit 3: 2019 gender population share, Norco College area

354,780 **50%** **50%** 355,408
Female   Male
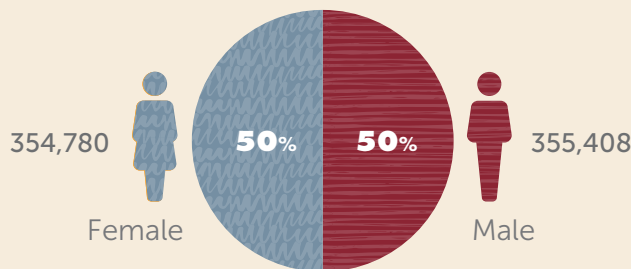
Source: Emsi 20.2

Race and Ethnicity

White residents make up about 77% of the population in the Norco College area and 78% of Inland Empire/Desert Region as a whole (Exhibit 4). There is a larger share of Hispanic residents in the Norco College area, 56% versus 52% in the Inland Empire/Desert Region. Race and ethnicity figures and percentages for the Inland Empire/Desert Region are available in Appendix B.

Exhibit 4: 2019 Race and Hispanic population share, Norco College area

Category	Percentage
White	77.4%
Asian	10.6%
Black	5.9%
Two or More Races	3.9%
American Indian or Alaskan Native	1.7%
Native Hawaiian or Pacific Islander	0.5%
Total Hispanic (All Races)	56.2%
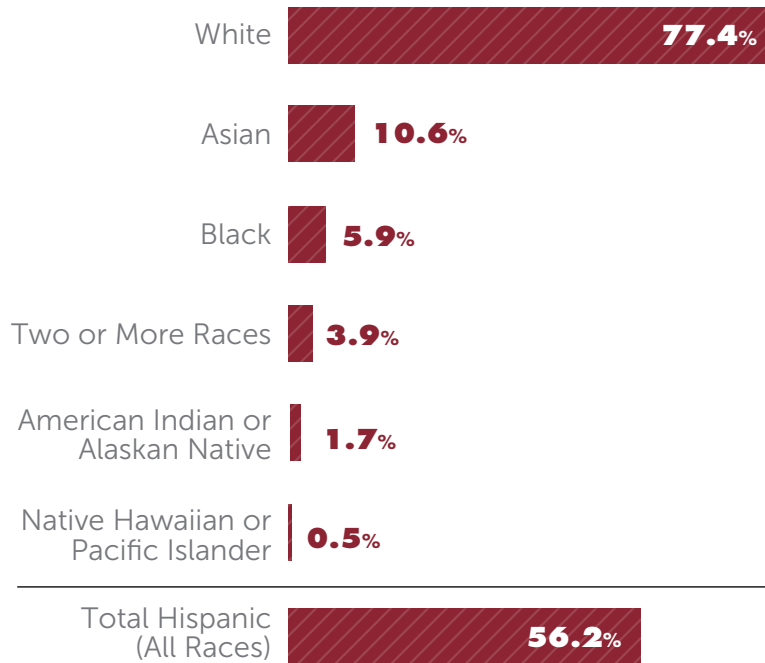
Source: Emsi 20.2

Age

Information on the age of residents helps determine future enrollment needs in the Norco College area. In 2019, residents age 9 and younger represented about 13.9% of the Norco College area's population (Exhibit 5). This group is expected to increase by 8.3% by 2024, faster than the overall population at 5.4%. This may indicate a potential influx of students for the college within the next 20 years. The 10-to-14-year-old age group, those who may enter college in the next six to 10 years, is expected to decline by 2.7% over the next five years. The 15-to-19-year-old age group, representing high school students and recent graduates, represents 7.1% of the college area population. Growth in this group is expected to increase by 1.5% over the next five years.

The working-age population, residents ages 25 to 64 years, represented 53.5% of the area's population in 2019. Over the next five years, the working-age population is expected to grow by 4.4%, adding 16,867 residents.

The 65-years-and-older age group is projected to increase by 20.7% over the next five years, adding 15,802 residents. This age group is projected to grow almost four times faster than the college area population as a whole. Age categories and shares for the Inland Empire/Desert Region are available in Appendix B.

Exhibit 5: Five-year growth, 2019 and 2024 population share by age group, Norco College area

Age Group	2019 Population	2024 Population	Change	Percent
0 to 9 Years	98,405	106,593	+8,188	+8.3% by 2024
10 to 14 Years	52,627	51,185	-1,442	-2.7%
15 to 19 Years	50,236	51,004	+768	+1.5%
20 to 24 Years	52,785	51,240	-1,545	-2.9%
25 to 34 Years	107,550	112,798	+5,248	+4.9%
35 to 44 Years	100,223	108,468	+8,245	+8.2%
45 to 54 Years	93,756	93,730	-26	0%
55 to 64 Years	78,404	81,804	+3,400	+4.3%
65 Years and Older	76,201	92,003	+15,802	+20.7%

■ 2019 Population   ■ 2024 Population

Source: Emsi 20.2

Educational Attainment

Educational attainment refers to the highest level of education that residents age 25 and older have completed. About half of residents (47%) in the Norco College area have a high school diploma or less, a percentage higher than the region (44%), and considerably higher than California (37%) (Exhibit 6). The Norco College area and the region have a comparable share of residents who have some level of community college education (having completed some college, no degree or an associate degree). In the Norco College area, the percentage is 32% and 33% in the region. The share of residents in the Norco College area with a bachelor's degree or higher (22%) is slightly lower than the Inland Empire/Desert Region (23%), and considerably lower than the state overall (35%), representing an opportunity to increase educational attainment in the area.

Exhibit 6: Highest educational attainment of adults age 25 and older in the Norco College area, Inland Empire/Desert Region, and California

	HS diploma or less	Some college, no degree	Associate degree	Bachelor's degree	Grad or professional degrees
Norco College Area	47%	24%	8%	15%	7%
Inland Empire/ Desert Region	44%	25%	8%	15%	8%
California	37%	21%	8%	22%	13%
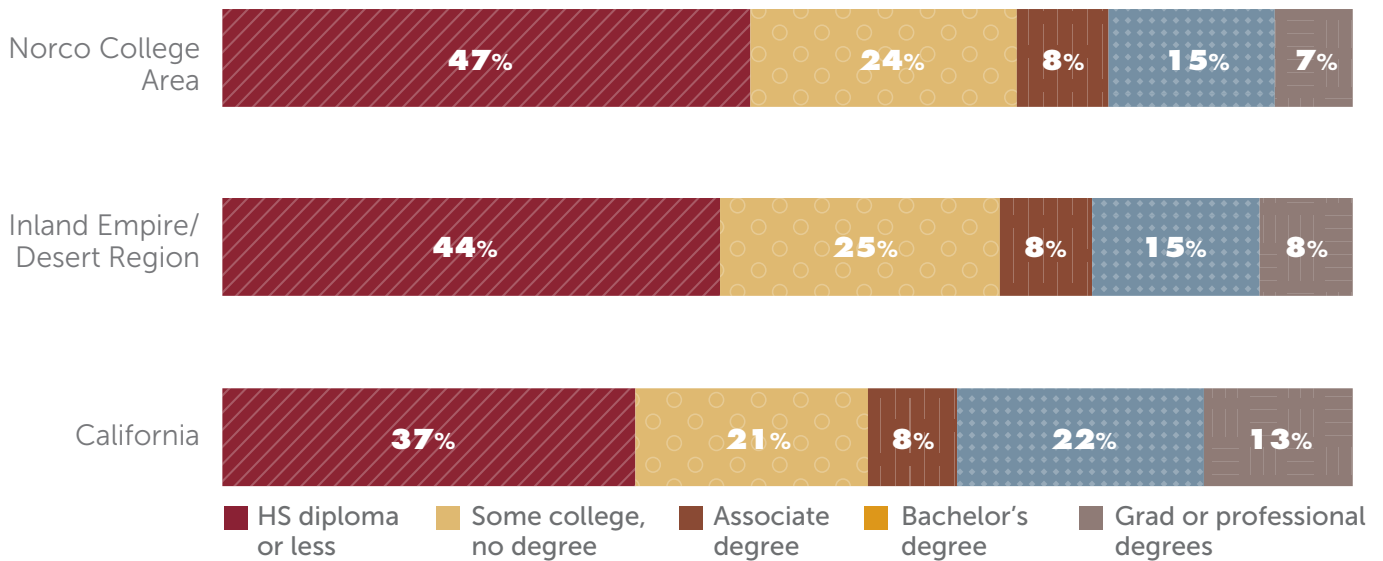
Source: American Community Survey

Labor Force and Unemployment Rate

Labor force data reflects the employment status of people by "place of residence." A person is counted in the labor force by their residence, regardless of where their work is located. Over the last five years, the unemployment rate in the Norco city has been historically higher than the region and state (Exhibit 7). Prior to the COVID-19 pandemic, the unemployment rate had been trending downward since 2010, with the lowest unemployment rates since 1990 occurring in 2018 and 2019.

In 2015, the annual average unemployment rate in Norco city was 5.4%, the equivalent of 600 unemployed residents. By 2019, the unemployment rate fell to 3.5%, with the number of unemployed residents dropping to 400.

Exhibit 7: Annual average unemployment rate in Norco city, the Inland Empire/Desert Region, and California (in percent)
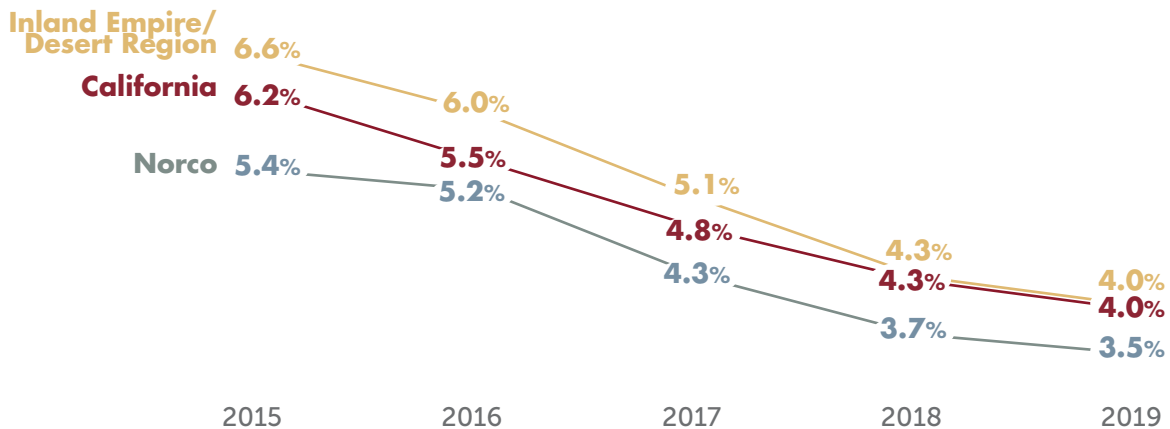
Source: California Employment Development Department, Labor Market Information Division

The COVID-19 pandemic and subsequent economic shutdown in March 2020 resulted in a dramatic spike in the unemployment rate. Exhibit 8 displays the current unemployment rate for Norco city, the Inland Empire/Desert Region, and California from October 2020 through December 2020. The current unemployment rates for other communities in the Norco College area are available in Appendix B.

Exhibit 8: Unemployment rate in Norco city, Inland Empire/Desert Region, and California, October-December 2020
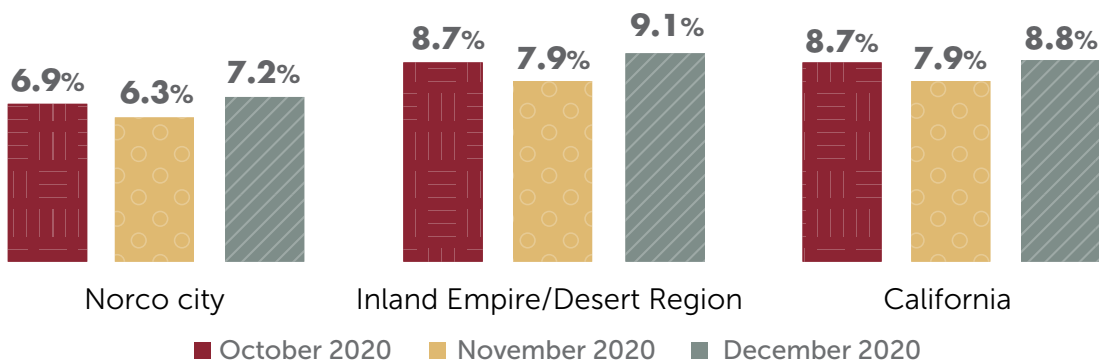
Source: California Employment Development Department, Labor Market Information Division

INDUSTRY EMPLOYMENT AND BUSINESS ACTIVITY

In 2019, there were 346,435 jobs in the Norco College area, accounting for approximately 20% of total regional employment (Exhibit 9). Over the next five years, employment in the Norco College area is projected to grow by 10.2%, adding 35,229 jobs by 2024. Norco College area job growth is projected to increase faster than the region, 8.4%, and the state overall, 6%.

Exhibit 9: Five-year industry employment projections for the Norco College area, the Inland Empire/ Desert Region, and California

	College area	Inland Empire/ Desert Region	California
2019 Jobs	346,435	1,747,341	20,003,848
2024 Jobs	381,664	1,893,522	21,200,103
Jobs Change	35,229	146,181	1,196,255
2019-2024 % Change	10.2%	8.4%	6.0%

Source: Emsi 20.2

Using the North American Industry Classification System (NAICS), industries were ranked by their 2019 job count and projected job growth through 2024 (Exhibit 10). The five largest industries by job count in the Norco College area collectively accounted for 57.7% of the total jobs in 2019:

- Transportation and warehousing (45,013 jobs)
- Health care and social assistance (40,858 jobs)
- Construction (39,034 jobs)
- Government (38,026 jobs)
- Manufacturing (37,156 jobs)

The industries projected to add the most jobs through 2024 are:

- Health care and social assistance (9,975 jobs, 24.4% growth)
- Transportation and warehousing (8,207 jobs, 18.2% growth)
- Construction (4,654 jobs, 11.9% growth)
- Accommodation and food services (2,935 jobs, 13.7% growth)
- Government (2,171 jobs, 5.7% growth)
- Administrative and support and waste management and remediation services (2,032 jobs, 6.5% growth)

These six industries combined will contribute 85% of the job growth to the college are over the next five years.

Exhibit 10 also displays the 2019 location quotient for each major industry in the college service area, which quantifies each industry's concentration in the regional economy compared to the nation. A high location quotient (1.2 or greater) indicates an industry is particularly important to the local economy. Conversely, an industry with a low location quotient (0.79 or less) is less concentrated in the region compared to the nation, indicating that job seekers are more likely to find jobs in this industry elsewhere.

The three top industries in terms of overall employment also have industry concentrations that are equal or greater to the national average, representing 36% of total jobs in the area (124,905 jobs out of 346,435 total jobs). These three industries are transportation and warehousing, health care and social assistance, and construction.

Major industry groups with fewer than 10,000 jobs, along with key industry terms, are displayed in Appendix C.

Exhibit 10: Major industries in the Norco College area, number of jobs in 2019, and number of jobs added by 2024

Industry sector, number of jobs in 2019

Transportation and Warehousing, 45,013 jobs in 2019 — **+8,207 jobs by 2024**

Health Care and Social Assistance, 40,858 — **+9,975**

Construction, 39,034 — **+4,654**

Government, 38,026 — **+2,171**

Manufacturing, 37,156 — **+331**

Administrative and Support and Waste Management and Remediation Services, 31,522 — **+2,032**

Retail Trade, 28,830 — **+1,398**

Accommodation and Food Services, 21,349 — **+2,935**

Wholesale Trade, 22,955 — **+1,019**

+689 Other Services (except Public Administration), 11,857

+988 Professional, Scientific, and Technical Services, 10,860

2019 Location Quotient	
High	≥1.2x concentration
Equal	0.8 to 1.19x
Low	0.79x
# of Jobs	added by 2024
Over the next five years, by 2024	**+35,229 jobs** **+10.2%**

Source: Emsi 20.2

OCCUPATIONAL EMPLOYMENT IN THE NORCO COLLEGE AREA

Occupational employment in the Norco College area was analyzed in terms of skill level. The California Community Colleges provide education and training that generally prepares students to enter middle-skill jobs. Middle-skill occupations typically require educational attainment beyond a high school diploma, but less than a four-year degree. Most middle-skill jobs offer a higher pay rate than lower-skill jobs, making them an excellent fit for community college students on a CE pathway toward in-demand careers that pay a living wage.

For this study, higher-skill jobs are those that require a bachelor's degree. Focusing on higher-skill jobs demonstrates the types of jobs available to students after completing a transfer program to a four-year postsecondary institution. This assessment does not include occupations that typically require an education beyond a bachelor's degree, such as physicians, lawyers, and most scientists. Definitions for each occupational skill level are available in Appendix C.

To further refine the types of job openings available in the Norco College area, military-specific occupations in the Norco College area were removed from further analysis (-164 jobs). Of the 346,271 jobs in the Norco College area in 2019, approximately 38% were classified as middle-skill, 28% were lowest-skill, 21% were lower-skill, 11% were higher-skill, and 2% were highest-skill (Exhibit 11). Through 2024, 49,898 job openings are projected to fill newly created positions as well as existing jobs that workers are permanently vacating (due to occupational transfers and retirements). While the majority of these opportunities will be in lower-skill and lowest-skill occupations, 17,004 middle-skill openings are expected annually in the Norco College area through 2024.

Community colleges also should ensure that their training programs lead to occupations with adequate annual job openings and self-sustaining earnings. For this study, an occupation is considered **in-demand** if it has **100 annual job openings** or more over the next five years in the region, even if the number of job openings is lower in the Norco College area. Occupations are considered **high-wage** if the **median hourly wage meets or exceeds $20.86 per hour**. Exhibit 11 displays occupations by skill level and average hourly wage for each skill-level category.

Exhibit 11: Breakdown of total jobs in the Norco College area by skill level with the associated median wage
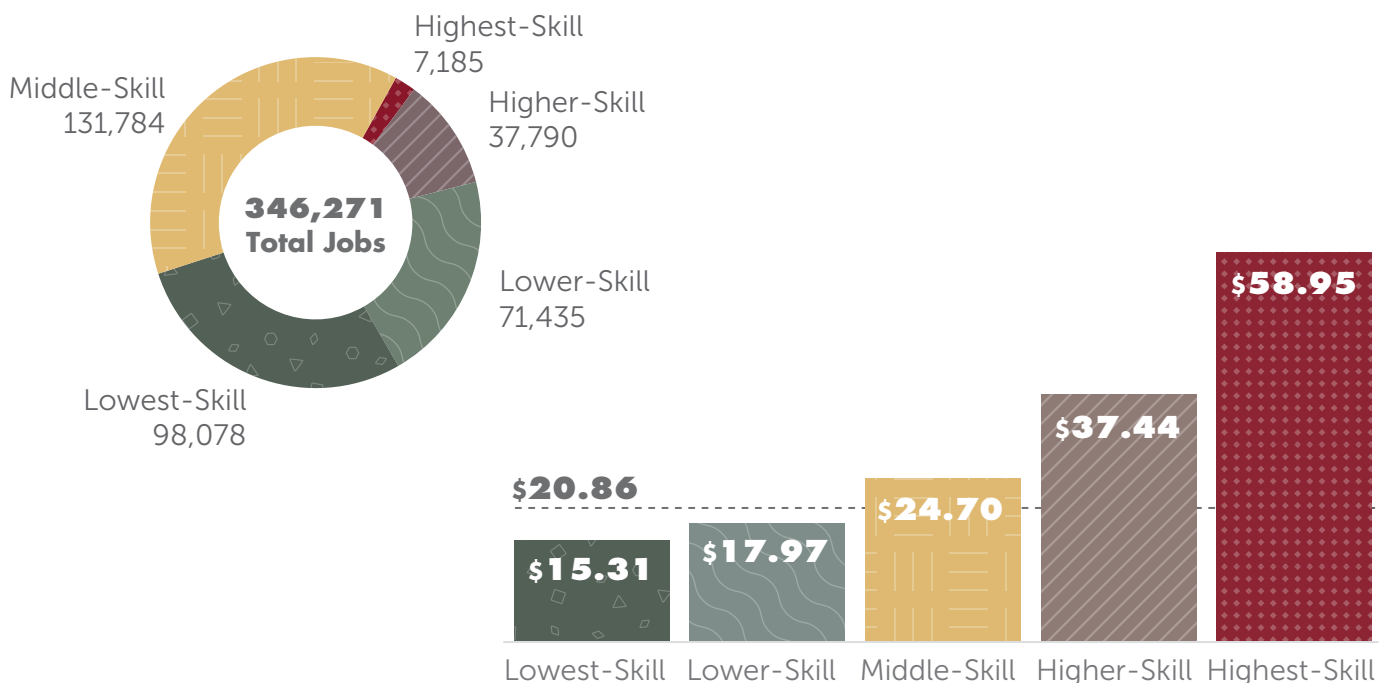
Source: COE, Emsi 20.2

NORCO COLLEGE PROGRAM OFFERINGS BY CAREER EDUCATION INDUSTRY SECTOR

The California Department of Education (CDE) developed CE Model Curriculum Standards for grades 7 through 12 that categorize courses and programs into 15 sectors. The CE model sectors are not to be confused with the NAICS employment sectors discussed in the previous section. The CE model provides a useful way to classify postsecondary CE offerings and connect career pathways from high school to college.

Norco College currently offers programs within 10 CDE sectors:

- Arts, Media, and Entertainment
- Building and Construction Trades
- Business and Finance
- Education, Child Development, and Family Services
- Engineering and Architecture
- Information and Communications Technologies
- Manufacturing and Product Development
- Marketing, Sales, and Services
- Public Service
- Transportation

The following sections include the results of a CDE sector analysis that provides details on each CDE sector, including local and regional job openings and median wages for each occupation. Occupations are separated into middle-skill and higher-skill opportunities. Employment opportunities for both middle-skill and higher-skill jobs within each CDE sector that Norco College does not currently offer training for are provided at the end of each sector or pathway section. All occupational data is sourced from Emsi 20.2 and a CDE to TOP to occupation crosswalk developed by the Centers of Excellence for Labor Market Research. Appendix D displays key terms, as well as annual job openings and in-depth wage categories for each occupation in the Norco College area and Inland Empire/Desert Region.

This analysis details employment opportunities for **82 unique occupations**, yielding **7,641 annual job openings** within the Norco College area. Nearly 70% of these job opportunities are middle-skill, totaling 5,288 annual job openings. While there are fewer higher-skill opportunities available in the area, these openings typically offer a higher wage.

There are additional employment opportunities in the Norco College area for which there are currently no relevant training programs being offered. With the appropriate level of education and training, the Norco College area's resident population could potentially explore an additional 7,273 job openings.

ARTS, MEDIA, AND ENTERTAINMENT INDUSTRY SECTOR

Arts, media, and entertainment coursework provides students with the necessary skills to function in the media-rich 21st century (Edmonds & Mitchel). Students enrolled in these programs will learn skills that lead to creative, audio/video, and performance occupations. These opportunities may require that students move or travel outside of the region for work.

Design, Visual, and Media Arts Pathway

The design, visual, and media arts pathway includes those occupations that use visual art, digital media, and web-based tools and materials as the primary means of communication and expression. This career pathway requires the development of knowledge and skills in both visual art concepts as well as new and emerging digital processes by which individuals are able to create and communicate complex concepts in a broad range of occupations and professions.

Norco College programs:

- Graphic Design
- Game Development Core
- Game Concept Art
- 3D Game Modeling & Animation

Exhibit 12: Design, visual, and media arts middle-skill occupations

Middle-skill Occupations	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Graphic Designers	511	60	255	$20.71
Multimedia Artists and Animators	56	7	36	$15.36
Desktop Publishers	8	1	7	$20.25

Exhibit 13: Design, visual, and media arts higher-skill occupations

Higher-skill Occupations	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Art Directors	119	16	100	$24.62
Proofreaders and Copy Markers	10	2	8	$18.30

Performing Arts Pathway

Performing arts programs prepare students for the direct creation of art and entertainment by individual artists instead of through a secondary physical medium. Performing artists are themselves the medium of creative expression.

Norco College programs:

- Music Industry Studies: Audio Production
- Music Industry Studies: Performance

Exhibit 14: Performing arts middle-skill occupations

Middle-skill Occupations	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Audio and Video Equipment Technicians	100	14	87	$18.65
Sound Engineering Technicians	21	3	17	$15.10

Exhibit 15: Performing arts higher-skill occupation

Higher-skill Occupation	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Music Directors and Composers	65	8	85	$22.59

BUILDING AND CONSTRUCTION TRADES INDUSTRY SECTOR

Programs related to this sector provide a foundation in building and construction trades with an emphasis on processes and systems for how things are built. Students learn using hands-on, project-based, and work-based practices. Pathways include cabinetry, millwork, and woodworking; engineering and heavy construction; mechanical systems installation and repair; and residential and commercial construction.

Residential and Commercial Construction Pathway

This pathway is geared toward students who have an interest in construction and building design, performance, and sustainability. Students learn about building standards, and how residential and commercial structures are designed and built. In the Norco College area, five middle-skill occupations are projected to provide 770 annual job openings over the next five years.

Norco College programs:

- Construction Management
- Construction Technology
- Electrician
- Electrician Apprenticeship
- Green Technician
- Sound and Communication System Installer Apprenticeship

Exhibit 16: Residential and commercial construction middle-skill occupations

Middle-skill Occupations	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Electricians	2,155	340	1,365	$24.28
First-Line Supervisors of Construction Trades and Extraction Workers	2,052	273	1,000	$32.24
First-Line Supervisors of Mechanics, Installers, and Repairers	948	111	500	$33.91
Construction and Building Inspectors	214	31	164	$40.80
Solar Photovoltaic Installers	73	15	52	$19.15

Additional Building and Construction Trades Training Opportunities

Aside from the programs listed above, there are other building and construction trades program opportunities that Norco College may choose to offer training for, as these occupations have a significant number of annual openings in the college service area and the region. Additional building and construction trades occupations will offer a total of 1,463 annual openings in the college area and 5,223 annual openings in the region.

Exhibit 17: Building and construction trades training opportunities

Building and Construction Trades Training Opportunities, Middle-skill, unless noted	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Carpenters	5,720	724	2,591	$22.93
Plumbers, Pipefitters, and Steamfitters	1,773	276	983	$24.48
Operating Engineers and Other Construction Equipment Operators	1,178	167	554	$38.15
Sheet Metal Workers	559	79	261	$24.15
Structural Iron and Steel Workers	467	74	237	$32.33
Civil Engineers (Higher-skill)	581	59	285	$52.01
Glaziers	249	39	125	$29.05
Brickmasons and Blockmasons	293	33	120	$24.57
Civil Engineering Technicians	98	12	67	$29.74

BUSINESS AND FINANCE SECTOR

Students participating in business and finance programs gain skills that apply to nearly every employer, career path, and industry sector (McCabe, Ferrier, & Yates). These programs prepare students for multiple pathways, including business management, financial services (such as accounting, banking, and investing), and international business careers. Programs in this sector prepare students for employment in 19 middle-skill and higher-skill occupations with a combined total of 2,778 annual job openings.

Business Management Pathway

The business management pathway provides entrepreneurship, goal setting, and resource allocation skills for students entering the workforce. Additionally, these programs support managers and supervisors looking to boost their management techniques.

Norco College programs:

- Business Administration: General Business
- Business Administration: Management
- Business Information Worker
- Entrepreneurship: Getting Started

Exhibit 18: Business management middle-skill occupations

Middle-skill Occupations	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	4,185	508	2,760	$18.58
First-Line Supervisors of Office and Administrative Support Workers	2,942	364	1,750	$26.41
Executive Secretaries and Executive Administrative Assistants	647	73	397	$28.13
Data Entry Keyers	389	45	199	$15.26

Exhibit 19: Business management higher-skill occupations

Higher-skill Occupations	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
General and Operations Managers	4,319	489	2,162	$48.54
Managers, All Other	2,144	199	920	$34.61
Management Analysts	1,141	128	679	$37.83
Administrative Services Managers	471	51	259	$47.33
Chief Executives	558	44	204	$78.12

Financial Services Pathway

Students participating in these programs will gain knowledge of industry standards, financial services skills, and the ability to formulate and interpret financial information. There are employment opportunities in the college service area for those completing a community college education as well as those who obtain a bachelor's degree. There are considerably more job openings in the Inland Empire/Desert Region than in the Norco College area. This pathway trains students to enter 10 middle-skill and higher-skill occupations that have a combined total of 877 annual job openings in the Norco College area.

Norco College programs:

- Business Administration: Accounting
- Entrepreneurship: Legal and Finance
- Registered and Small Business Income Tax Preparer
- Small Business Accounting
- Small Business Payroll Accounting

Exhibit 20: Financial services middle-skill occupations

Middle-skill Occupations	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Bookkeeping, Accounting, and Auditing Clerks	3,310	427	2,079	$19.60
Bill and Account Collectors	507	65	261	$18.60
Payroll and Timekeeping Clerks	414	49	238	$22.56
Tax Preparers	154	19	123	$16.73

Exhibit 21: Financial services higher-skill occupations

Higher-skill Occupations	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Accountants and Auditors	1,583	178	934	$33.75
Financial Managers	828	84	421	$53.14
Personal Financial Advisors	186	16	122	$36.52
Financial Analysts	175	18	89	$37.97
Financial Specialists, All Other	149	15	99	$25.03
Budget Analysts	67	6	37	$33.17

Additional Business and Finance Training Opportunities

Future program development by Norco College may focus on the following occupations related to business and finance. Additional business and finance occupations will offer a total of 624 annual openings in the college area and 3,116 annual openings in the region.

Exhibit 22: Business and finance training opportunities

Business and Finance Training Opportunities, Middle-skill, unless noted	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Business Operations Specialists, All Other	1,853	218	1,143	$31.18
Human Resources Specialists (Higher-skill)	983	122	607	$29.60
Buyers and Purchasing Agents	1,039	113	426	$27.40
Training and Development Specialists	424	59	290	$27.60
Compliance Officers (Higher-skill)	451	48	274	$35.37
Loan Officers (Higher-skill)	383	35	224	$26.98
Human Resources Managers (Higher-skill)	267	29	152	$54.47

EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES SECTOR

Education and training in this sector provide students with the skills needed to pursue a career in childcare, family, social services, or teaching (McCabe & Page). Students enrolled in these programs will be qualified to enter the occupations listed below, many of which are higher-skill and in demand.

Child Development and Education Pathways

The child development pathway provides students with the training needed to enter middle-skill childcare jobs. The education pathway provides foundational training for future educators, many of whom will require a four-year postsecondary education and a state credential to enter employment. Programs in this pathway train students to enter 12 occupations that have a combined total of 1,577 annual job openings. Most job opportunities in this pathway are higher-skill occupations.

Norco College programs:

- Early Childhood Education
- Early Childhood Intervention Assistant
- Early Childhood Education/Assistant Teacher
- Early Childhood Education Twelve Core Units

Exhibit 23: Child development and education middle-skill occupations

Middle-skill Occupations	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Teacher Assistants	3,114	380	2,469	$16.84
Childcare Workers	1,912	286	2,008	$12.04
Preschool Teachers, Except Special Education	498	56	413	$14.36
Special Education Teachers, Preschool	86	9	51	$12.07

Exhibit 24: Child development and education higher-skill occupations

Higher-skill Occupations	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Elementary School Teachers, Except Special Education	3,422	309	1,962	$42.88
Substitute Teachers	2,318	296	1,788	$18.05
Teachers and Instructors, All Other	622	87	615	$16.79
Middle School Teachers, Except Special and Career/Technical Education	530	55	352	$39.99
Child, Family, and School Social Workers	276	38	234	$25.85
Special Education Teachers, Kindergarten and Elementary School	346	32	203	$37.82
Kindergarten Teachers, Except Special Education	184	22	144	$34.17
Special Education Teachers, Middle School	68	7	46	$38.72

Additional Education, Child Development, and Family Services Training Opportunities

Future program development by Norco College may focus on the following education, child development, and family services occupations. Additional education, child development, and family services occupations will offer a total of 302 annual openings in the college area and 1,825 annual openings in the region. All five occupations are higher-skill.

Exhibit 25: Education, child development, and family services training opportunities

Education, Child Development, and Family Services Training Opportunities, All Higher-skill	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Secondary School Teachers, Except Special and Career/Technical Education	1,829	163	1,034	$40.49
Social Workers, All Other	345	44	263	$33.84
Social and Community Service Managers	321	49	249	$30.62
Community and Social Service Specialists, All Other	190	28	165	$23.93
Special Education Teachers, Secondary School	187	18	114	$43.18

ENGINEERING AND ARCHITECTURE SECTOR

Programs in engineering and architecture pathways integrate academic and technical preparation, and focus on career awareness, career exploration, and career preparation. Four pathways emphasize real-world, occupationally relevant experiences of significant scope and depth: architectural design; engineering technology; engineering design; and environmental engineering (McCabe & Page).

Architectural Design Pathway

This pathway introduces students to skills required in architectural careers. With additional education through a four-year college or university, students can be prepared to enter architecture and engineering careers.

Norco College programs:

- Architectural Graphics
- Drafting Technology

Exhibit 26: Architectural design middle-skill occupations

Middle-skill Occupations	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Architectural and Civil Drafters	202	26	123	$27.44
Drafters, All Other	50	6	21	$20.09

Exhibit 27: Architectural design higher-skill occupation

Higher-skill Occupation	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Architects, Except Landscape and Naval	182	19	102	$35.82

Engineering Design Pathway

The engineering design pathway exposes students to careers in the design and production of mechanical, electrical, and computer systems. Similar to the architectural design pathway, this pathway also prepares students for education at a four-year college or university to pursue employment as an engineer.

Norco College programs:

- Engineering Graphics

Exhibit 28: Engineering design middle-skill occupation

Middle-skill Occupation	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Engineering Technicians, Except Drafters, All Other	212	22	86	$34.76

Exhibit 29: Engineering design higher-skill occupations

Higher-skill Occupations	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Architectural and Engineering Managers	317	28	101	$70.20
Engineers, All Other	178	15	64	$45.24

INFORMATION AND COMMUNICATION TECHNOLOGIES SECTOR

Programs related to information and communication technologies prepare students to meet the rapid changes in computer, networking, and software fields. Although employers in this sector often seek candidates with a bachelor's degree, job opportunities also exist for those with a community college education (McCabe & Page). Programs related to this pathway address information support and services; networking, software, and systems development; and game and simulation.

Software and Systems Development Pathway

This pathway prepares students to enter computer science jobs that design and develop software systems to maintain the operations of an organization.

Norco College programs:

- Computer Programming
- C++ Programming
- Game Programming
- Java Programming

Exhibit 30: Software and systems development middle-skill occupation

Middle-skill Occupation	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Web Developers	249	26	109	$24.36

Exhibit 31: Software and systems development higher-skill occupations

Higher-skill Occupations	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Software Developers, Applications	491	56	237	$48.70
Software Developers, Systems Software	357	34	118	$48.83
Computer Programmers	228	18	72	$40.36

Additional Information and Communication Technologies Training Opportunities

Future program development by Norco College may focus on the following information and communication technologies occupations. These information and communication technologies occupations will offer a total of 209 annual openings in the college area and 994 annual openings in the region. Two of the five occupations are higher-skill.

Exhibit 32: Information and communication technologies training opportunities

Information and Communication Technologies Training Opportunities, Middle-skill, unless noted	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Computer User Support Specialists	717	77	390	$26.11
Computer Systems Analysts (Higher-skill)	439	42	186	$39.87
Network and Computer Systems Administrators	377	34	158	$38.48
Computer and Information Systems Managers (Higher-skill)	313	33	152	$68.15
Computer Network Support Specialists	220	23	108	$28.00

MANUFACTURING AND PRODUCT DEVELOPMENT SECTOR

Coursework related to the Manufacturing and Product Development CDE sector provides a foundation in manufacturing processes and systems, including graphic design production, machine tooling and forming, welding and materials joining, and product innovation and design. Students can explore this sector through four pathways: graphic production technologies; machining and forming technologies; welding and materials joining; and product innovation and design.

Machining and Forming Technologies Pathway

The Machining and Forming Technologies pathway provides students with education and training for occupations related to machine tools and manufacturing processes. The machining and forming technologies programs prepare students to enter three middle-skill occupations with a combined total of 234 annual job openings in the Norco College area.

Norco College programs:

- Conventional Machine Operator
- Computerized Numerical Control (CNC) Operator
- Computer Numerical Control Programming
- Conventional Machine Operator

Exhibit 33: Machining and forming technologies middle-skill occupations

Middle-skill Occupations	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Machinists	1,476	175	411	$19.27
Computer-Controlled Machine Tool Operators, Metal and Plastic	410	46	102	$17.92
Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	93	13	29	$29.07

Product Innovation and Design Pathway

The product innovation and design pathway provides students with an understanding of the design and manufacturing technologies common to careers in the fields of product design and manufacturing (McCabe & Page).

Norco College programs:

- 3D Mechanical Drafting
- Apprenticeship: Manufacturing Technician 1
- Apprenticeship: Manufacturing Technician 2
- Digital Electronics
- Facility Maintenance
- Industrial Automation
- Supply Chain Automation

Exhibit 34: Product innovation and design middle-skill occupations

Middle-skill Occupations	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Maintenance and Repair Workers, General	2,390	296	1,684	$19.84
First-Line Supervisors of Production and Operating Workers	1,652	193	589	$28.35
Industrial Machinery Mechanics	822	92	301	$27.95
Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	645	76	230	$15.08
Electrical and Electronics Drafters	67	8	33	$29.00
Electrical and Electronics Engineering Technicians	251	27	107	$29.45
Electrical and Electronics Repairers, Commercial and Industrial Equipment	160	16	70	$31.82
Industrial Engineering Technicians	156	17	48	$29.48
Mechanical Drafters	151	17	53	$24.37
Mechanical Engineering Technicians	53	6	19	$21.06

Exhibit 35: Product innovation and design higher-skill occupations

Higher-skill Occupations	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Industrial Engineers	495	44	119	$38.44
Mechanical Engineers	453	39	123	$40.53

Additional Manufacturing and Product Development Training Opportunities

Future program development by Norco College may focus on programs related to the occupation of industrial production managers, which is projected to offer 47 annual job openings in the college area and 132 annual job openings in the region.

Exhibit 36: Manufacturing and product development training opportunities

Manufacturing and Product Development Training Opportunities, Middle-skill	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Industrial Production Managers	539	47	132	$47.52

MARKETING, SALES, AND SERVICES SECTOR

There are three pathways related to this sector: marketing, professional sales, and entrepreneurship/self-employment. Course work is designed to align with career path into current and projected employment opportunities. Students learn skills related to communication, operating a small business, self-employment, advertising, marketing strategies, product and service management, and promotion and selling concepts (McCabe & Page).

Professional Sales Pathway

This pathway provides the knowledge, skills, and abilities for a career selling products, developing sales goals, and interacting and understanding consumer behavior. Within this pathway, Norco College's business administration program focuses on real estate.

Norco College programs:

- Business Administration: Real Estate
- Real Estate Salesperson and Transaction
- Retail Management/WAFC (Western Association of Food Chains)

Exhibit 37: Professional sales middle-skill occupations

Middle-skill Occupations	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
First-Line Supervisors of Retail Sales Workers	2,556	312	1,981	$19.24
Real Estate Sales Agents	531	54	476	$26.42
Property, Real Estate, and Community Association Managers	361	31	289	$30.43
Real Estate Brokers	182	18	168	$37.66
Appraisers and Assessors of Real Estate	100	8	64	$28.30

Additional Marketing, Sales, and Service Training Opportunities

Future program development by Norco College may focus on programs related to occupations that involve other aspects of professional sales and marketing. Additional marketing, sales, and services occupations will offer a total of 1,384 annual openings in the college area and 5,242 annual openings in the region. Five of the eight occupations are higher-skill.

Exhibit 38: Marketing, sales, and services training opportunities

Marketing, Sales, and Services Training Opportunities, Middle-skill, unless noted	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	4,792	568	1,777	$27.77
Sales Representatives, Services, All Other	2,145	333	1,437	$22.92
Sales Managers (Higher-skill)	1,375	140	559	$43.00
First-Line Supervisors of Non-Retail Sales Workers	969	100	402	$24.90
Market Research Analysts and Marketing Specialists (Higher-skill)	957	129	591	$26.18
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products (Higher-skill)	473	54	169	$34.64
Marketing Managers (Higher-skill)	268	30	130	$48.04
Public Relations Specialists (Higher-skill)	219	30	177	$29.25

PUBLIC SERVICES SECTOR

Public services coursework includes public safety, emergency response, and legal practices (McCabe & Beck). Three pathways comprise this sector: public safety, emergency response, and legal practices. Public services programs train students to enter two middle-skills occupations with a combined total of 20 annual job openings in the college area. There is an opportunity to access an additional 293 middle-skill openings per year by expanding program offerings in this sector.

Public Safety Pathway

The public safety pathway is designed for students pursuing a career in law enforcement or public safety. Norco College's crime scene investigation program prepares students to enter employment in two occupations with a combined total of 20 annual job openings in the Norco College area.

Norco College programs:

- Crime Scene Investigation

Exhibit 39: Public safety middle-skill occupations

Middle-skill Occupations	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Detectives and Criminal Investigators	157	12	85	$49.12
Forensic Science Technicians	52	8	45	$35.39

Additional Public Services Training Opportunities

Future program development by Norco College may focus on the following occupations related to public safety, emergency response, and legal practices. Additional public services occupations will offer a total of 391 annual openings in the college area and 2,531 annual openings in the region. Two of the eight occupations are higher-skill.

Exhibit 40: Public services training opportunities

Public Services Training Opportunities, Middle-skill, unless noted	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Police and Sheriff's Patrol Officers	1,117	98	628	$47.03
Correctional Officers and Jailers	802	74	463	$38.33
Firefighters	528	48	269	$30.40
Substance Abuse, Behavioral Disorder, and Mental Health Counselors (Higher-skill)	522	78	532	$21.24
Paralegals and Legal Assistants	256	36	262	$27.46
Probation Officers and Correctional Treatment Specialists (Higher-skill)	205	20	125	$38.66
Legal Secretaries	187	21	152	$25.39
Interpreters and Translators	116	16	100	$26.11

TRANSPORTATION SECTOR

Transportation pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in three areas: operations; structural repair and refinishing; and systems diagnostics, service, and repair.

Operations Pathway

The operations pathway prepares students for various careers that support the movement of goods in the transportation industry. Norco College offers two programs in this pathway that prepare students to enter six related occupations with a combined total of 647 annual job openings in the Norco College area.

Norco College programs:

- Business Administration: Logistics Management
- Logistics Management

Exhibit 41: Operations middle-skill occupations

Middle-skill Occupations	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
First-line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	2,282	339	1,134	$27.19
Production, Planning, and Expediting Clerks	1,133	150	537	$22.06
Transportation, Storage, and Distribution Managers	676	78	279	$41.71
Cargo and Freight Agents	302	57	123	$23.15
Procurement Clerks	130	16	67	$22.27
Aircraft Cargo Handling Supervisors	50	7	15	$17.69

Additional Transportation Sector Training Opportunities

Future program development by Norco College may focus on training related to the systems diagnostic, service, and repair and structural repair and refinishing pathways. Additional transportation occupations will offer a total of 1,488 annual openings in the college area and 5,303 annual openings in the region. All four occupations are middle-skill.

Exhibit 42: Transportation training opportunities

Transportation Training Opportunities, Middle-skill	College Area 2019 Jobs	College Annual Openings	Regional Annual Openings	Median Hourly Earnings
Heavy and Tractor-Trailer Truck Drivers	8,801	1,247	4,395	$21.57
Bus and Truck Mechanics and Diesel Engine Specialists	1,013	121	483	$24.05
Mobile Heavy Equipment Mechanics, Except Engines	538	65	240	$30.12
Aircraft Mechanics and Service Technicians	520	55	185	$34.63

ADDITIONAL CDE SECTORS AND CAREER OPPORTUNITIES

There are four CDE sectors for which Norco College has no related programs. This section of the report discusses the pathways leading into these sectors and their related middle-skill and higher-skill occupations that are in-demand and provide high-wages. Norco College may choose to consider training for these occupations as the college expands its CE offerings.

Agriculture and Natural Resources Sector

Agriculture and natural resources students acquire foundational skills and knowledge in agricultural business, mechanics, science, and animal care (Heuvel & Mooney). This sector will offer 69 annual job openings in the college area and 497 annual job openings in the region.

Exhibit 43: Agriculture and natural resources training opportunities

Agriculture and Natural Resources Training Opportunities, Middle-skill	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	500	62	267	$22.64
Farmers, Ranchers, and Other Agricultural Managers	84	7	230	$21.41

Energy, Environment, and Utilities Sector

Students enrolled in coursework related to the energy, environment, and utilities sector acquire foundational skills in environmental resources, energy and power technology, and telecommunications (McCabe & Yates). This sector will offer 229 annual job openings in the college area and 876 annual job openings in the region.

Exhibit 44: Energy, environment, and utilities training opportunities

Energy, Environment, and Utilities Training Opportunities, Middle-skill	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Telecommunications Equipment Installers and Repairers, Except Line Installers	847	103	403	$26.71
Telecommunications Line Installers and Repairers	397	56	179	$25.59
Electrical Power-Line Installers and Repairers	373	44	148	$35.93
Water and Wastewater Treatment Plant and System Operators	278	26	146	$32.87

Fashion and Interior Design Sector

Pathways within this CDE sector are fashion design and merchandising, interior design, and personal services. Knowledge and skills are acquired within a sequential, standards-based pathway program that integrates hands-on projects, work-based instruction, and leadership development, such as the education and training programs offered through Family, Career and Community Leaders of America (FCCLA).

The occupations in this pathway typically provide low wages. The occupation with the highest wage in this sector is interior designers. Despite the $23.58 median hourly wage, this occupation only has 72 annual job openings in the region and is therefore not recommended for program expansion. Please review program offerings from other community colleges and postsecondary education providers to ensure the region is not over saturating the regional labor market with programs training for this occupation.

Health Science and Medical Technology Sector

Students enrolled in coursework related to the health science and medical technology sector will gain technical skills and effective methods for the safe delivery of health care (McCabe, Beck). The six pathways in this sector are biotechnology, patient care, health care administrative services, health care operational support services, public and community health, and mental and behavioral health. This sector will offer 920 annual job openings in the college area and 5,275 annual job openings in the region. Eleven of the 12 occupations listed below are middle-skill.

Exhibit 45: Health science and medical technology training opportunities

Health Science and Medical Technology Training Opportunities, Middle-skill unless noted	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Registered Nurses	4,906	470	2,616	$47.45
Licensed Vocational Nurses	1,239	140	809	$25.10
Medical and Health Services Managers (Higher-skill)	511	73	401	$56.33
Medical Records and Health Information Technicians	331	32	184	$22.44
Clinical Laboratory Technologists and Technicians	285	33	194	$24.72
Radiologic Technologists	269	28	140	$36.03
Dental Hygienists	267	30	186	$45.41
Respiratory Therapists	255	23	150	$35.39
Healthcare Support Workers, All Other	229	32	208	$21.26
Surgical Technologists	197	29	135	$27.39
Psychiatric Technicians	157	17	149	$34.62
Physical Therapist Assistants	65	13	103	$34.61

Hospitality, Tourism, and Recreation Sector

Coursework aligned with this CDE sector prepares students to enter food service, recreation, and hospitality employment (Heuvel & Wright). Three occupations in this sector will offer 147 annual job openings in the college area and 924 annual job openings in the region. Two of the three occupations are middle-skill.

Exhibit 46: Hospitality, tourism, and recreation training opportunities

Hospitality, Tourism, and Recreation Training Opportunities, Middle-skill, unless noted	College Area 2019 Jobs	College Area Annual Job Openings	Regional Annual Job Openings	Regional Median Wage
Food Service Managers	750	102	653	$20.87
First-Line Supervisors of Gaming Workers	203	24	146	$27.77
Meeting, Convention, and Event Planners (Higher-skill)	135	21	125	$22.96

KEY FINDINGS AND RECOMMENDATIONS

Key findings

The Norco College area contained 15% of the region's population in 2019 and is projected to add 38,637 new residents by 2024, growing by 5.4%. Population growth in the college area is expected to outpace the region, which has a projected growth rate of 4.3%, and the state, which has a 2.3% projected growth rate. Residents age 65 and older comprise the fastest growing age group in the college area, accounting for more than 40% of the college area's population growth, the equivalent of adding 15,802 new residents over the next five years. The increase in this age group may indicate an increased need for health care services to care for an aging population. Projected growth in the number of residents age 9 and younger in the college area represents a significant portion of the college's future student pipeline. This age group is expected to increase by 8.8% over the next five years, the equivalent of adding 8,188 new residents. This projected growth presents an opportunity for targeted outreach and communication about the college's program offerings in the next seven to 10 years, especially within the local K-12 education system.

In the Norco College area, 32% of residents are community college educated, having completed some college, no degree, or an associate degree. This percentage is nearly equal to the percentage of community college educated residents in the region, 33%. The percentage of residents with a bachelor's degree or higher in the college area, 22%, is also comparable to the region, 23%, but is far lower than the state, 35%. The proportion of residents with a high school diploma or less, 47%, is a relatively substantial population share in the college area, indicating the college area lags behind the region and state in terms of educational attainment. Norco College is uniquely positioned to offer programs that will address employer demand for middle-skill job growth and has the opportunity to create transfer programs to four-year colleges and universities to improve educational attainment in its service area.

Norco College currently offers programs related to 10 CDE sectors. The 10 sectors with related programs account for 7,641 annual job openings in the college area. Four CDE sectors without existing programs account for 1,365 annual job openings.

Sectors with existing programs and their respective annual job openings for middle-skill only jobs in the college area (in descending order) are:

- Transportation, 1,488 annual job openings
- Building and Construction Trade, 1,463 annual job openings
- Marketing, Sales, and Services, 1,001 annual job openings
- Business and Finance, 390 annual job openings
- Public Services, 293 annual job openings
- Information and Communications Technologies, 134 annual job openings
- Manufacturing and Product Development, 47 annual job openings

Sectors with no existing programs but that demonstrate substantial workforce demand for middle-skill only jobs in the college area are:

- Health Science and Medical Technology, 847 annual job openings
- Energy, Environment, and Utilities, 229 annual job openings
- Hospitality, Tourism, and Recreation, 126 annual job openings
- Agriculture and Natural Resources, 69 annual job openings

Recommendations

There are multiple employment opportunities in the Norco College area with CE training requirements not currently addressed by the college's programs. Furthermore, several sectors for which the college has existing training programs include additional occupations for which training could be expanded. These areas warrant further exploration to determine if it is appropriate for the college to create new programs or expand existing ones. Further research would determine if programs exist at nearby community colleges, private postsecondary institutions, technical colleges, or through other training providers. A conversation with regional employers who hire for these occupations also could reveal the potential of additional community college training programs to meet current and future industry needs.

The three sectors with the most annual job openings in the college area are transportation; marketing, sales, and services; and health sciences. As a sector that already has existing programs at the college, the transportation sector represents many employment opportunities with high-wages for which programs could be created or expanded. Most of the job openings in this sector are for heavy and tractor-trailer truck drivers (1,247 annual job openings). However, if the college is not interested in starting a truck driving program, a program that addresses the bus and truck mechanic and diesel engine specialist occupation may be warranted. This repair occupation for heavy vehicles is expected to have 121 annual job openings and offers a median hourly wage of $24.05 per hour in the college area.

Training related to the building and construction sector is another area the college may want to further develop. Construction industry employers are highly concentrated in the college area and are expected to add 4,654 jobs (representing 11.9% growth) over the next five years. Other occupations that are in demand and offer a high-wage in the college area are: carpenters (724 annual job openings, $22.93 median hourly wage); plumbers, pipefitters, and steamfitters (276 annual job openings, $24.48); and operating engineers and other construction equipment operators (167 annual job openings, $38.15). The college and the unions associated with these occupations could consider developing a training partnership.

The marketing, sales, and services sector appears to have multiple sales-related occupations in high demand. Sales occupations are employed across numerous industries, including by retail trade industries. Occupations for program consideration include sales representatives (wholesale and manufacturing, except technical and scientific products) with 568 annual openings in the college area, sales representatives (services, all other) with 333 annual openings, and first-line supervisors of non-retail sales workers, 100 annual openings. The COVID-19 pandemic severely impacted businesses, particularly in-store retail in this sector, although many businesses specializing in online sales and services have prospered. Some businesses cut employment due to mandated restrictions designed to protect communities, but the extent of these cuts is not yet known in the college area. Please consult the Centers of Excellence for the latest information on businesses affected by the COVID-19 pandemic.

Norco College currently does not offer any programs related to health science and medical technology. This study has identified 12 potential occupations, accounting for 920 annual job openings in the college area, for which training could be provided. Eleven of these occupations are middle-skill. Two occupations with the greatest projected demand in the college area are registered nurses (470 annual job openings) and licensed vocational nurses (140 annual job openings).

Finally, while the number of occupations and job openings may appear relatively low in the Norco College area compared to other colleges, job openings in the greater region are numerous; this translates to many more job opportunities for students who have the ability and desire to commute outside of the college area for work. The college could market regional job opportunities to students. Some points to consider for opportunities outside the immediate vicinity are:

1. Norco College may choose to investigate what programs other area community colleges are offering and whether they are providing a sufficient number of workers to fill local job openings.
2. Norco College may choose to identify employers whose businesses are in close proximity to its campus and determine those employers' near-term need for middle-skills workers.

APPENDIX A: NORCO COLLEGE AREA

15 ZIP codes were employed for this analysis may not perfectly follow Norco College's established boundaries for its service area. The area as defined by ZIP codes used for this study should, however, fully capture the majority of the college's student population and employment opportunities. All data is derived from Emsi 2020.2.

Exhibit A1: Population and job counts for ZIP codes in the Norco College area

ZIP	City/Community	2019 Population	2019 Jobs	Middle-skill Job Count
91708	Chino	11,197	5,550	1,507
92877	Corona	2,156	281	88
92878	Corona	2,563	873	330
92879	Corona	49,914	33,514	12,210
92880	Corona	73,916	27,045	11,922
92881	Corona	33,029	14,791	5,894
92882	Corona	70,825	20,730	9,087
92883	Corona	37,708	9,414	3,890
92509	Jurupa Valley	81,473	21,513	8,530
91752	Mira Loma	36,957	26,120	9,264
92860	Norco	27,473	21,814	7,782
91761	Ontario	66,624	89,166	32,552
91762	Ontario	66,955	19,235	7,455
92503	Riverside	94,595	29,300	12,350
92505	Riverside	54,803	26,925	8,924
	TOTAL	**710,187**	**346,271**	**131,784**
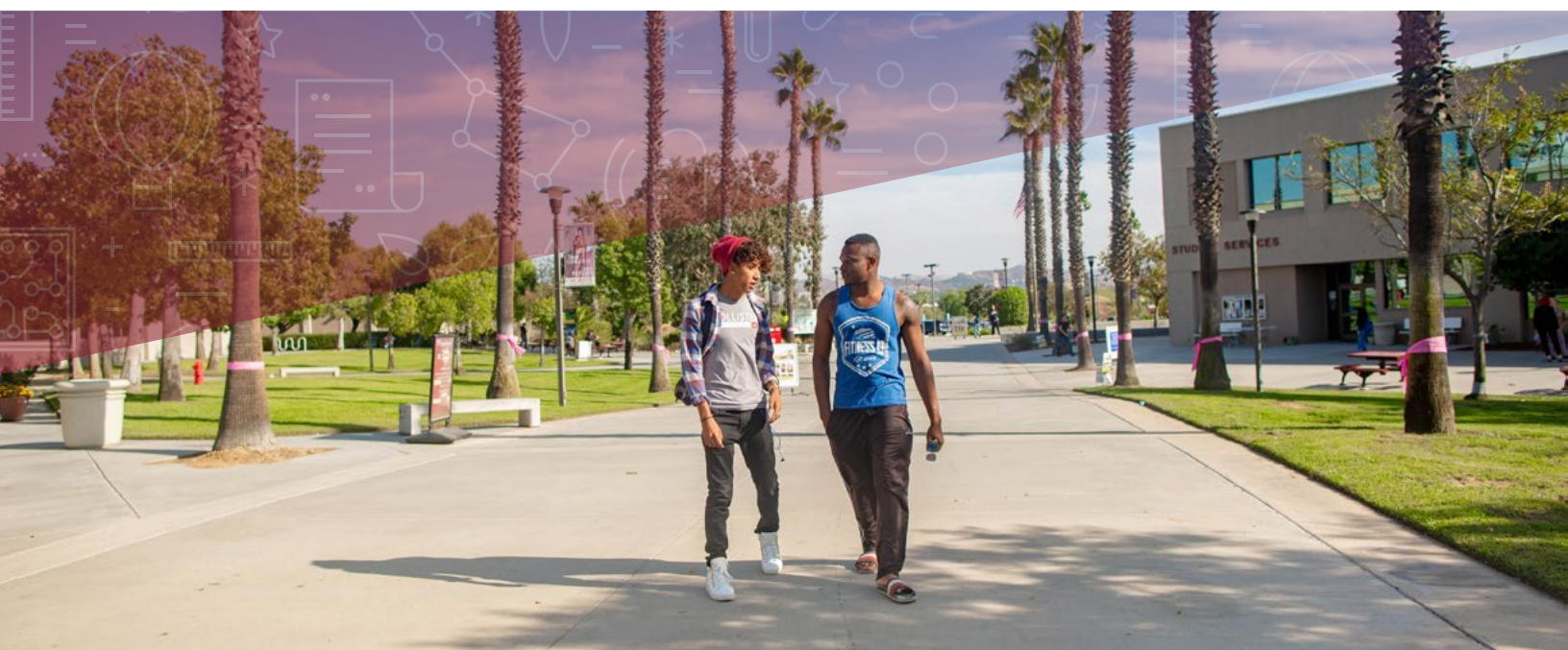
APPENDIX B: DEMOGRAPHIC COMPOSITION REFERENCE

Exhibit B1: Gender by area

Gender	College Area (Percentage)	Region (Percentage)
Male	50.0%	50.2%
Female	50.0%	49.8%

Exhibit B2: Race and ethnicity by area

Race/Ethnicity	College Area	College Area (Percentage)	Region	Regional (Percentage)
White	549,644	77.4%	3,652,712	78.2%
Black	42,031	5.9%	385,998	8.3%
Two or More Races	27,854	3.9%	168,227	3.6%
Asian	75,214	10.6%	350,439	7.5%
American Indian or Native Alaskan	11,722	1.7%	93,383	2.0%
Native Hawaiian or Pacific Islander	3,722	0.5%	21,848	0.5%
Total Hispanic (All Races)	399,143	56.2%	2,434,825	52.1%

Exhibit B3: Age by area and five-year growth rate

Age Group	College Area 2019 Share	College Area Growth Rate	Regional Share	Regional Growth Rate
0-9	14%	8%	14%	7%
10-14	7%	-3%	7%	-3%
15-19	7%	2%	7%	1%
20-24	7%	-3%	7%	-5%
25-34	15%	5%	15%	3%
35-44	14%	8%	13%	8%
45-54	13%	0%	12%	-1%
55-64	11%	4%	11%	1%
65+	11%	21%	13%	18%

Exhibit B4: Unemployment rate by community

City/Community	Annual Average 2019	October 2020	November 2020	December 2020
Chino city	3.2%	7.5%	6.4%	7.4%
Corona city	3.1%	7.2%	6.3%	7.3%
Jurupa Valley city	3.7%	8.3%	7.5%	8.5%
Norco city	3.5%	6.9%	6.3%	7.2%
Ontario city	3.4%	8.0%	7.1%	8.2%
Riverside city	3.6%	8.2%	7.4%	8.4%

APPENDIX C: INDUSTRY AND LOCATION QUOTIENT DEFINITIONS, AND SECTORS WITH FEWER THAN 10,000 JOBS

Industry employment is a count of jobs in a given geography. Businesses operating within the same industry produce similar goods and services and share comparable production processes for creating these goods and services. The North American Industry Classification System (NAICS) is the federal system used to classify all business establishments into specific industries. Staffing patterns show the distribution of occupational employment and demand for each industry. For example, Norco College employs faculty, but the institution also hires a variety of administrators and support staff to maintain operations. The same is true for most industries. Regional educational institutions should be aware of the types of industries in their area to help inform the needed industry-specific occupational skills that may be required by local employers.

Location Quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region "unique." A high location quotient (1.2 times or greater concentration in the local region compared to the nation) reveals industries that are highly represented and make the area unique. Conversely, industries with a low location quotient account for a smaller share of jobs than the national average, indicating that while job seekers may find work in these industries, they are more likely to find a higher concentration of these jobs elsewhere in the nation.

Major industry sectors with fewer than 10,000 jobs, along with their 2019 job count and expected five-year job growth are:

- **Finance and insurance,** 4,076 jobs in 2019, reduction of eight jobs by 2024
- **Real estate and rental and leasing,** 3,622 jobs in 2019, addition of 204 jobs by 2024
- **Educational services,** 2,842 jobs in 2019, addition of 311 jobs by 2024
- **Arts, entertainment, and recreation,** 2,901 jobs in 2019, addition of 231 jobs by 2024
- **Information,** 2,387 jobs in 2019, addition of 105 jobs by 2024
- **Management of companies and enterprises,** 2,136 jobs in 2019, reduction of 89 jobs by 2024
- **Agriculture, forestry, fishing, and hunting,** 454 jobs in 2019, reduction of seven jobs by 2024
- **Utilities,** 306 jobs in 2019, addition of 67 jobs by 2024
- **Mining, quarrying, and oil and gas extraction,** 251 jobs in 2019, addition of 16 jobs by 2024

APPENDIX D: KEY TERMS AND DEFINITIONS, AND REFERENCE TABLE WITH OCCUPATIONAL DEMAND AND WAGES

An **occupation** is a set of activities or tasks that employees are paid to perform. Employees that perform essentially the same tasks are in the same occupation, whether or not they work in the same industry. Some occupations are concentrated in a few particular industries; other occupations are found in many industries. For example, jobs for registered nurses are concentrated in the health care industry sector, but these jobs may also exist in educational industries. The Standard Occupational Classification (SOC) System classifies 775 detailed occupations according to the tasks and duties of each job.

Skill Level Categories

- Lowest-skill: Occupations that require no formal education.
- Lower-skill: Occupations that require a high school diploma or less.
- Middle-skill: Occupations that mostly require some college, a postsecondary certificate, or an associate degree. These are occupations relevant to community college training.
- Higher-skill: Occupations that mostly require a bachelor's degree. These occupations are mostly trained by four-year colleges and universities.
- Highest-skill: Occupations that typically require education and training beyond a bachelor's degree.

Annual Job Openings are calculated by the sum of projected growth and replacement jobs (Growth + Replacements = Openings). Growth captures the change in the total number of workers employed in an occupation, while replacement jobs are estimates of workers permanently leaving an occupation and needing to be replaced by new hires. A combination of both numbers indicates total openings for the time frame.

Perkins V requirements are used to determine the occupations that are good investments for training resources. In addition to the training program needing to offer an industry-recognized degree or certificate, an occupation also must meet one (1) of the following criteria to qualify for Perkins V:

1. High-wage, or
2. In-demand

Occupations that meet both criteria are ideal.

Exhibit D1: Occupational demand and wage data for occupations included in this report

Occupation	Skill Level	College Area Annual Openings	Regional Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings	Perkins V
Accountants and Auditors	Higher-skill	178	934	$25.84	$33.75	$42.91	Both
Administrative Services Managers	Higher-skill	51	259	$34.42	$47.33	$62.97	Both
Aircraft Cargo Handling Supervisors	Middle-skill	7	15	$12.00	$17.69	$20.22	High-wage
Aircraft Mechanics and Service Technicians	Middle-skill	55	185	$27.04	$34.63	$48.55	Both
Appraisers and Assessors of Real Estate	Middle-skill	8	64	$21.36	$28.30	$42.48	Both

Continued

Occupation	Skill Level	College Area Annual Openings	Regional Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings	Perkins V
Architects, Except Landscape and Naval	Higher-skill	19	102	$25.70	$35.82	$53.67	Both
Architectural and Civil Drafters	Middle-skill	26	123	$20.13	$27.44	$36.01	Both
Architectural and Engineering Managers	Higher-skill	28	101	$55.58	$70.20	$83.70	Both
Art Directors	Higher-skill	16	100	$9.39	$24.62	$42.06	Both
Audio and Video Equipment Technicians	Middle-skill	14	87	$14.23	$18.65	$28.93	Both
Bill and Account Collectors	Middle-skill	65	261	$15.95	$18.60	$23.30	In-demand
Bookkeeping, Accounting, and Auditing Clerks	Middle-skill	427	2079	$15.76	$19.60	$25.17	Both
Brickmasons and Blockmasons	Middle-skill	33	120	$17.17	$24.57	$29.75	Both
Budget Analysts	Higher-skill	6	37	$22.48	$33.17	$43.91	Both
Bus and Truck Mechanics and Diesel Engine Specialists	Middle-skill	121	483	$18.32	$24.05	$30.33	Both
Business Operations Specialists, All Other	Middle-skill	218	1143	$22.40	$31.18	$42.44	Both
Buyers and Purchasing Agents	Middle-skill	113	426	$20.83	$27.40	$35.23	Both
Cargo and Freight Agents	Middle-skill	57	123	$19.10	$23.15	$30.07	Both
Carpenters	Middle-skill	724	2591	$16.61	$22.93	$29.57	Both
Chief Executives	Higher-skill	44	204	$40.59	$78.12	$118.61	Both
Child, Family, and School Social Workers	Higher-skill	38	234	$20.13	$25.85	$33.33	Both
Childcare Workers	Middle-skill	286	2008	$9.71	$12.04	$15.76	In-demand
Civil Engineering Technicians	Middle-skill	12	67	$26.41	$29.74	$35.59	Both
Civil Engineers	Higher-skill	59	285	$40.81	$52.01	$63.56	Both
Clinical Laboratory Technologists and Technicians	Middle-skill	33	194	$19.21	$24.72	$35.08	Both
Community and Social Service Specialists, All Other	Higher-skill	28	165	$13.81	$23.93	$31.70	Both
Compliance Officers	Higher-skill	48	274	$26.86	$35.37	$43.59	Both
Computer and Information Systems Managers	Higher-skill	33	152	$52.52	$68.15	$82.80	Both
Computer Network Support Specialists	Middle-skill	23	108	$22.76	$28.00	$37.23	Both

Continued

Occupation	Skill Level	College Area Annual Openings	Regional Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings	Perkins V
Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	Middle-skill	13	29	$21.06	$29.07	$37.82	Both
Computer Programmers	Higher-skill	18	72	$29.41	$40.36	$48.42	Both
Computer Systems Analysts	Higher-skill	42	186	$31.78	$39.87	$50.65	Both
Computer User Support Specialists	Middle-skill	77	390	$19.54	$26.11	$34.08	Both
Computer-Controlled Machine Tool Operators, Metal and Plastic	Middle-skill	46	102	$14.48	$17.92	$22.20	In-demand
Construction and Building Inspectors	Middle-skill	31	164	$31.27	$40.80	$53.80	Both
Correctional Officers and Jailers	Middle-skill	74	463	$29.37	$38.33	$43.30	Both
Data Entry Keyers	Middle-skill	45	199	$13.15	$15.26	$17.75	In-demand
Dental Hygienists	Middle-skill	30	186	$40.54	$45.41	$50.58	Both
Desktop Publishers	Middle-skill	1	7	$16.28	$20.25	$30.60	High-wage
Detectives and Criminal Investigators	Middle-skill	12	85	$45.11	$49.12	$58.20	Both
Drafters, All Other	Middle-skill	6	21	$16.74	$20.09	$32.48	Both
Electrical and Electronics Drafters	Middle-skill	8	33	$21.61	$29.00	$37.79	Both
Electrical and Electronics Engineering Technicians	Middle-skill	27	107	$22.49	$29.45	$38.39	Both
Electrical and Electronics Repairers, Commercial and Industrial Equipment	Middle-skill	16	70	$25.74	$31.82	$38.57	Both
Electrical Power-Line Installers and Repairers	Middle-skill	44	148	$25.84	$35.93	$54.40	Both
Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	Middle-skill	76	230	$12.77	$15.08	$19.58	In-demand
Electricians	Middle-skill	340	1365	$18.07	$24.28	$32.53	Both
Elementary School Teachers, Except Special Education	Higher-skill	309	1962	$33.13	$42.88	$48.90	Both
Engineering Technicians, Except Drafters, All Other	Middle-skill	22	86	$26.71	$34.76	$42.10	Both
Engineers, All Other	Higher-skill	15	64	$31.96	$45.24	$58.81	Both

Continued

Occupation	Skill Level	College Area Annual Openings	Regional Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings	Perkins V
Executive Secretaries and Executive Administrative Assistants	Middle-skill	73	397	$23.06	$28.13	$34.25	Both
Farmers, Ranchers, and Other Agricultural Managers	Middle-skill	7	230	$16.19	$21.41	$51.02	Both
Financial Analysts	Higher-skill	18	89	$30.40	$37.97	$48.04	Both
Financial Managers	Higher-skill	84	421	$36.52	$53.14	$72.74	Both
Financial Specialists, All Other	Higher-skill	15	99	$20.16	$25.03	$33.59	Both
Firefighters	Middle-skill	48	269	$25.92	$30.40	$37.87	Both
First-Line Supervisors of Construction Trades and Extraction Workers	Middle-skill	273	1000	$24.06	$32.24	$42.99	Both
First-Line Supervisors of Gaming Workers	Middle-skill	24	146	$20.78	$27.77	$33.45	Both
First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	Middle-skill	62	267	$15.42	$22.64	$32.54	Both
First-Line Supervisors of Mechanics, Installers, and Repairers	Middle-skill	111	500	$26.09	$33.91	$42.44	Both
First-Line Supervisors of Non-Retail Sales Workers	Middle-skill	100	402	$15.25	$24.90	$37.23	Both
First-Line Supervisors of Office and Administrative Support Workers	Middle-skill	364	1750	$20.78	$26.41	$33.50	Both
First-Line Supervisors of Production and Operating Workers	Middle-skill	193	589	$21.56	$28.35	$38.26	Both
First-Line Supervisors of Retail Sales Workers	Middle-skill	312	1981	$14.17	$19.24	$25.07	In-demand
First-line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	Middle-skill	339	1134	$20.66	$27.19	$33.41	Both
Food Service Managers	Middle-skill	102	653	$15.83	$20.87	$29.15	Both
Forensic Science Technicians	Middle-skill	8	45	$30.18	$35.39	$42.10	Both
General and Operations Managers	Higher-skill	489	2162	$31.34	$48.54	$69.84	Both
Glaziers	Middle-skill	39	125	$17.08	$29.05	$55.40	Both

Continued

Occupation	Skill Level	College Area Annual Openings	Regional Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings	Perkins V
Graphic Designers	Middle-skill	60	255	$16.44	$20.71	$29.83	Both
Healthcare Support Workers, All Other	Middle-skill	32	208	$18.22	$21.26	$24.08	In-demand
Heavy and Tractor-Trailer Truck Drivers	Middle-skill	1247	4395	$16.43	$21.57	$28.71	Both
Human Resources Managers	Higher-skill	29	152	$41.68	$54.47	$69.44	Both
Human Resources Specialists	Higher-skill	122	607	$24.36	$29.60	$37.34	Both
Industrial Engineering Technicians	Middle-skill	17	48	$22.43	$29.48	$36.74	Both
Industrial Engineers	Higher-skill	44	119	$29.74	$38.44	$48.97	Both
Industrial Machinery Mechanics	Middle-skill	92	301	$22.40	$27.95	$33.68	Both
Industrial Production Managers	Middle-skill	47	132	$36.09	$47.52	$62.53	Both
Interpreters and Translators	Middle-skill	16	100	$18.52	$26.11	$40.13	Both
Kindergarten Teachers, Except Special Education	Higher-skill	22	144	$24.89	$34.17	$38.76	Both
Legal Secretaries	Middle-skill	21	152	$18.20	$25.39	$30.85	Both
Licensed Vocational Nurse	Middle-skill	140	809	$20.90	$25.10	$29.89	Both
Loan Officers	Middle-skill	35	224	$14.26	$26.98	$44.08	Both
Machinists	Middle-skill	175	411	$15.35	$19.27	$25.28	Both
Maintenance and Repair Workers, General	Middle-skill	296	1684	$14.89	$19.84	$26.30	In-demand
Management Analysts	Higher-skill	128	679	$26.81	$37.83	$53.36	Both
Managers, All Other	Higher-skill	199	920	$17.06	$34.61	$57.22	Both
Market Research Analysts and Marketing Specialists	Higher-skill	129	591	$18.54	$26.18	$36.30	Both
Marketing Managers	Higher-skill	30	130	$35.55	$48.04	$70.92	Both
Mechanical Drafters	Middle-skill	17	53	$19.70	$24.37	$30.60	Both
Mechanical Engineering Technicians	Middle-skill	6	19	$16.66	$21.06	$28.64	Both
Mechanical Engineers	Higher-skill	39	123	$32.57	$40.53	$50.53	Both
Medical and Health Services Managers	Higher-skill	73	401	$43.12	$56.33	$70.83	Both
Medical Records and Health Information Technicians	Middle-skill	32	184	$17.09	$22.44	$36.36	Both
Meeting, Convention, and Event Planners	Higher-skill	21	125	$17.25	$22.96	$33.04	Both

Continued

Occupation	Skill Level	College Area Annual Openings	Regional Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings	Perkins V
Middle School Teachers, Except Special and Career/ Technical Education	Higher-skill	55	352	$31.64	$39.99	$45.96	Both
Mobile Heavy Equipment Mechanics, Except Engines	Middle-skill	65	240	$24.21	$30.12	$35.78	Both
Multimedia Artists and Animators	Middle-skill	7	36	$6.69	$15.36	$31.22	Both
Music Directors and Composers	Higher-skill	8	85	$13.94	$22.59	$37.82	Both
Network and Computer Systems Administrators	Middle-skill	34	158	$30.39	$38.48	$50.43	Both
Operating Engineers and Other Construction Equipment Operators	Middle-skill	167	554	$26.92	$38.15	$45.18	Both
Paralegals and Legal Assistants	Middle-skill	36	262	$22.27	$27.46	$35.00	Both
Payroll and Timekeeping Clerks	Middle-skill	49	238	$18.83	$22.56	$26.50	Both
Personal Financial Advisors	Higher-skill	16	122	$25.86	$36.52	$87.10	Both
Physical Therapist Assistants	Middle-skill	13	103	$30.72	$34.61	$38.13	Both
Plumbers, Pipefitters, and Steamfitters	Middle-skill	276	983	$16.81	$24.48	$30.10	Both
Police and Sheriff's Patrol Officers	Middle-skill	98	628	$36.88	$47.03	$57.47	Both
Preschool Teachers, Except Special Education	Middle-skill	56	413	$12.55	$14.36	$17.65	In-demand
Probation Officers and Correctional Treatment Specialists	Higher-skill	20	125	$32.78	$38.66	$50.79	Both
Procurement Clerks	Middle-skill	16	67	$18.77	$22.27	$24.83	Both
Production, Planning, and Expediting Clerks	Middle-skill	150	537	$17.76	$22.06	$27.74	Both
Proofreaders and Copy Markers	Higher-skill	2	8	$14.25	$18.30	$23.96	In-demand
Property, Real Estate, and Community Association Managers	Middle-skill	31	289	$19.83	$30.43	$51.81	Both
Psychiatric Technicians	Middle-skill	17	149	$31.98	$34.62	$37.58	Both
Public Relations Specialists	Higher-skill	30	177	$21.09	$29.25	$40.28	Both
Radiologic Technologists	Middle-skill	28	140	$30.62	$36.03	$41.78	Both

Continued

Occupation	Skill Level	College Area Annual Openings	Regional Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings	Perkins V
Real Estate Brokers	Middle-skill	18	168	$18.25	$37.66	$56.98	Both
Real Estate Sales Agents	Middle-skill	54	476	$15.97	$26.42	$44.61	Both
Registered Nurses	Middle-skill	470	2616	$38.82	$47.45	$58.41	Both
Respiratory Therapists	Middle-skill	23	150	$29.33	$35.39	$41.59	Both
Sales Managers	Higher-skill	140	559	$27.32	$43.00	$71.18	Both
Sales Representatives, Services, All Other	Middle-skill	333	1437	$14.82	$22.92	$33.68	Both
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	Middle-skill	568	1777	$18.91	$27.77	$39.03	Both
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	Higher-skill	54	169	$24.30	$34.64	$52.10	Both
Secondary School Teachers, Except Special and Career/ Technical Education	Higher-skill	163	1034	$31.61	$40.49	$47.02	Both
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	Middle-skill	508	2760	$14.16	$18.58	$23.76	In-demand
Sheet Metal Workers	Middle-skill	79	261	$17.17	$24.15	$30.67	Both
Social and Community Service Managers	Higher-skill	49	249	$18.91	$30.62	$49.47	Both
Social Workers, All Other	Higher-skill	44	263	$27.08	$33.84	$41.17	Both
Software Developers, Applications	Higher-skill	56	237	$38.82	$48.70	$60.83	Both
Software Developers, Systems Software	Higher-skill	34	118	$37.41	$48.83	$62.03	Both
Solar Photovoltaic Installers	Middle-skill	15	52	$16.80	$19.15	$25.83	Both
Sound Engineering Technicians	Middle-skill	3	17	$11.22	$15.10	$26.72	Both
Special Education Teachers, Kindergarten and Elementary School	Higher-skill	32	203	$29.24	$37.82	$47.13	Both
Special Education Teachers, Middle School	Higher-skill	7	46	$33.38	$38.72	$45.60	Both
Special Education Teachers, Preschool	Middle-skill	9	51	$11.00	$12.07	$18.09	Neither

Continued

Occupation	Skill Level	College Area Annual Openings	Regional Annual Openings	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings	Perkins V
Special Education Teachers, Secondary School	Higher-skill	18	114	$37.33	$43.18	$47.84	Both
Structural Iron and Steel Workers	Middle-skill	74	237	$21.97	$32.33	$39.40	Both
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	Higher-skill	78	532	$17.20	$21.24	$26.94	Both
Substitute Teachers	Higher-skill	296	1788	$16.37	$18.05	$21.09	In-demand
Surgical Technologists	Middle-skill	29	135	$22.87	$27.39	$32.60	Both
Tax Preparers	Middle-skill	19	123	$11.75	$16.73	$31.80	Both
Teacher Assistants	Middle-skill	380	2469	$13.79	$16.84	$19.75	In-demand
Teachers and Instructors, All Other	Higher-skill	87	615	$12.71	$16.79	$26.42	In-demand
Telecommunications Equipment Installers and Repairers, Except Line Installers	Middle-skill	103	403	$22.21	$26.71	$30.13	Both
Telecommunications Line Installers and Repairers	Middle-skill	56	179	$17.20	$25.59	$35.66	Both
Training and Development Specialists	Middle-skill	59	290	$19.05	$27.60	$37.68	Both
Transportation, Storage, and Distribution Managers	Middle-skill	78	279	$32.81	$41.71	$54.09	Both
Water and Wastewater Treatment Plant and System Operators	Middle-skill	26	146	$26.25	$32.87	$40.77	Both
Web Developers	Middle-skill	26	109	$16.52	$24.36	$36.27	Both

APPENDIX E: CDE-TO-CCCCO-PRIORITY-SECTOR CROSSWALK

Exhibit E1: Crosswalk linking CDE to CCCCO priority sectors

CDE Industry Sectors and Pathways	CCCCO Priority and Emerging Sectors
Agriculture and Natural Resources (ANR) • Agricultural Business • Agricultural Mechanics • Agriscience • Animal Science • Forestry and Natural Resources • Ornamental Horticulture • Plant and Soil Science	Agriculture, Water & Environmental Technology
Arts, Media, and Entertainment (AME) • Design, Visual, and Media Arts • Performing Arts • Production and Managerial Arts • Game Design and Integration	Information and Communication Technologies/Digital Media
Building and Construction Trades (BCT) • Cabinetry, Millwork, and Woodworking • Engineering and Heavy Construction • Mechanical Systems Installation and Repair • Residential and Commercial Construction	Energy, Construction & Utilities
Business and Finance (BF) • Business Management • Financial Services • International Business	Business & Entrepreneurship
Education, Child Development, and Family Services (ECDFS) • Child Development • Consumer Services • Education • Family and Human Services	Education
Energy, Environment, and Utilities (EEU) • Environmental Resources • Energy and Power Technology • Telecommunications	Energy, Construction & Utilities
Engineering and Architecture (EA) • Architectural Design • Engineering Technology • Engineering Design • Environmental Engineering	Agriculture, Water & Environmental Technology
Fashion and Interior Design (FID) • Fashion Design and Merchandising • Interior Design • Personal Services	Retail/Hospitality/ Tourism
Health Science and Medical Technology (HSMT) • Biotechnology • Patient Care • Health Care Administrative Services • Health Care Operational Support Services • Public and Community Health • Mental and Behavioral Health	Health Life Sciences & Biotechnology
Hospitality, Tourism, and Recreation (HTR) • Food Science, Dietetics, and Nutrition • Food Services and Hospitality • Hospitality, Tourism, and Recreation	Retail/Hospitality/ Tourism

Continued

	CDE Industry Sectors and Pathways	CCCCO Priority and Emerging Sectors
	Information and Communication Technologies (ICT) • Information Support and Services • Networking • Software and Systems Development • Games and Simulation	Information and Communication Technologies/ Digital Media
	Manufacturing and Product Development (MPD) • Graphic Production Technologies • Machining and Forming Technologies • Welding and Materials Joining • Product Innovation and Design	Advanced Manufacturing
	Marketing, Sales, and Service (MSS) • Marketing • Professional Sales • Entrepreneurship/ Self-Employment	Business & Entrepreneurship
	Public Services (PS) • Public Safety • Emergency Response • Legal Practices	Public Services
	Transportation (T) • Operations • Structural Repair and Refinishing • Systems Diagnostics and Service	Advanced Transportation & Renewables

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The Centers of Excellence (COE) for Labor Market Research deliver regional workforce research and technical expertise to California Community Colleges for program decision making and resource development. This information has proven valuable to colleges in beginning, revising, or updating economic development and Career Education (CE) programs, strengthening grant applications, assisting in the accreditation process, and in supporting strategic planning efforts.

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Career Technical Education (CTE) (Perkins V)

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Select Form Type	Select District/College	Select Fiscal Year	Select TOP Code	
Form 1 Part E-C - Colleg	Norco	2021-2022		View Report

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Section 1 Part E-C (for Colleges)   **Page 1 of 1**

College Aggregate Core Indicator Information (2021-2022)

Perkins V, Title I, Part C Local Application

Agreement # _____   **District/College: RIVERSIDE/NORCO**

Instructions: Print out forms. Complete and sign bottom of last page.

Cohort Year CTE Enrollments: **8,048**   **CTE Headcount:**   **4,142**

(includes CTE enrollments above introductory level only)   **(CTE students enrolled above introductory level only)**

Core Indicator 1 Postsecondary Retention & Placement			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	1,283	1,340	91.75	87.53	95.75	8.2
2 Individuals Preparing for Non-Traditional Fields	237	245	91.75	87.53	96.73	9.2
3 Out of Workforce Individuals	41	45	91.75	87.53	91.11	3.6
4 Individuals with Economically Disadvantaged Families	654	684	91.75	87.53	95.61	8.1
5 English Learners	23	26	91.75	87.53	88.46	0.9
6 Single Parents	50	51	91.75	87.53	98.04	10.5
7 Individuals with Disabilities	75	79	91.75	87.53	94.94	7.4
8 Homeless Individuals	0	0	91.75	87.53	N/R	N/R
9 Youth in Foster Care	25	25	91.75	87.53	100.00	12.5
10 Youth with Parent in Active Military	0	0	91.75	87.53	N/R	N/R

Core Indicator 2 Earned Postsecondary Credential			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
11 CTE Cohort*	561	645	89.00	84.55	86.98	2.4
12 Individuals Preparing for Non-Traditional Fields	120	131	89.00	84.55	91.60	7.1
13 Out of Workforce Individuals	28	31	89.00	84.55	90.32	5.8
14 Individuals with Economically Disadvantaged Families	308	340	89.00	84.55	90.59	6.0
15 English Learners	11	12	89.00	84.55	91.67	7.1
16 Single Parents	30	31	89.00	84.55	96.77	12.2
17 Individuals with Disabilities	52	56	89.00	84.55	92.86	8.3
18 Homeless Individuals	0	0	89.00	84.55	N/R	N/R
19 Youth in Foster Care	14	15	89.00	84.55	93.33	8.8
20 Youth with Parent in Active Military	0	0	89.00	84.55	N/R	N/R

Core Indicator 3 Non-traditional Program Enrollment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		

21 CTE Cohort*	291	1,274	26.00	25.58	22.84	-2.7
22 Individuals Preparing for Non-Traditional Fields	291	291	26.00	25.58	100.00	74.4
23 Out of Workforce Individuals	19	47	26.00	25.58	40.43	14.8
24 Individuals with Economically Disadvantaged Families	186	635	26.00	25.58	29.29	3.7
25 English Learners	7	27	26.00	25.58	25.93	0.3
26 Single Parents	20	47	26.00	25.58	42.55	17.0
27 Individuals with Disabilities	23	77	26.00	25.58	29.87	4.3
28 Homeless Individuals	0	0	26.00	25.58	N/R	N/R
29 Youth in Foster Care	3	21	26.00	25.58	14.29	-11.3
30 Youth with Parent in Active Military	0	0	26.00	25.58	N/R	N/R

Core Indicator 4 Employment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
31 CTE Cohort*	353	445	73.23	73.23	79.33	6.1
Individuals Preparing for Non-Traditional Fields	32	46	73.23	73.23	69.57	-3.7
Out of Workforce Individuals	13	23	73.23	73.23	56.52	-16.7
Individuals with Economically Disadvantaged Families	156	217	73.23	73.23	71.89	-1.3
English Learners	6	12	73.23	73.23	50.00	-23.2
Single Parents	12	19	73.23	73.23	63.16	-10.1
Individuals with Disabilities	23	33	73.23	73.23	69.70	-3.5
Homeless Individuals	0	0	73.23	73.23	N/R	N/R
Youth in Foster Care	12	13	73.23	73.23	92.31	19.1
Youth with Parent in Active Military	0	0	73.23	73.23	N/R	N/R

*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

By totaling each positive, negative, N/A, N/R outcome in the last column from items 1 - 31, I certify and acknowledge that performance in the 31 Core Indicator categories is as follows:

_____ of the 31 are at or above the District negotiated level(s);
_____ of the 31 are below the District negotiated level(s);
_____ of the 31 are list as (N/A, N/R)

District Chief Executive Officer:_____

* If no district target is available then state targets will be used.   Page 1 of 1   Report Create Date: 02/01/2010

Toward a Comprehensive Arts Program at Norco College

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Toward a Comprehensive Arts Program at Norco College

Problem Statement

Norco College needs to expand its arts education programs to address the current demonstrated and future needs of its students. Degrees for transfer in the growing disciplines Music and Art (both disciplines have doubled in size over the last 4 years according to the district Enrollment Dashboard) require more support to insure student access and success. Theater only has one performance-based class and though small cohorts of students regularly ask for the opportunity to have theater productions on our campus, limitations of faculty, space, and other resources (materials for set building, lighting, and sound) make it problematic to meet their needs. Music Industry Studies, a unique and successful program on campus that commercially releases a CD of original student music every year (available on iTunes, Spotify, Amazon MP3 and all other major digital outlets), records in a makeshift space that was formerly faculty office spaces. Currently, there is only one section of Dance Appreciation offered at Norco College: no actual dance courses.

Creating a healthy, balanced and accessible arts education program at Norco College will require a significant allocation of space and resources that will include the following:

1. Securing specific instructional, storage, and maker spaces to meet the demands of a quality curriculum in the arts.

   a. Specifically, the existing Music, Music Industry Studies (MIS), and Visual Art programs require basic facilities and curriculum resources to support certificates and degrees in light of significant program growth.

2. More support of current instruction in Dance and Theater as well as consideration of degree and certificate programs for these performing arts disciplines.

3. A facilities master plan that includes arts education as a delineated part of its primary

   calculus.

Arts education at Norco College has important issues to address immediately:

- Music and Art programs currently have specific designated classrooms, but these

  spaces are shared among many different course offerings within the respective

  disciplines and are less than ideal for quality instruction.

- Art and Music instructors have very little access to technology that could greatly

  benefit student experiences.

- Theater courses are taught in the Norco Little Theater, but it is primarily used for

  large lecture classes and is only available for rehearsals and performances on

  Thursday evenings, Fridays, and weekends. The stage lighting is inadequate, the

  space is small, and there is no shop to support the building or storage of set pieces if

  in support of a theater production. There is only one creative theater course offered

  beyond Theater Appreciation (THE 32).

- The MIS program operates primarily in a poorly repurposed office suite. There is

  little space for students in the recording studio and the small rehearsal space is shared

  with Music.

- Chamber Choir, College Choir, Studio Arts Ensemble, Guitar Class, Guitar Ensemble,

  Live Sound, and Recording Studio Techniques classes all share the same space.

- The only Dance class offered at Norco College is Dance Appreciation.

- Technology purchases for Music and MIS have been primarily funded by grants and

  need to be integrated into the regular college budget.

The bottom line is, the arts programs at Norco College are in great need of space and monetary resources to appropriately serve the needs of growing arts programs within a growing college.

The Norco College and Riverside Community College District (RCCD) master planning documents both call for Norco College to become a "comprehensive college." A comprehensive college requires a comprehensive arts education program. While Art, MIS, and Music all have degree programs, Theater and Dance do not. The college should endeavor to offer a greater scope of coursework in these disciplines to better serve Norco College students and further gauge the demand for future transfer pathways and degrees. In addition, Theater has the potential to offer a Career and Technical Education (CTE) certificate and degree in Technical Theater that could be very valuable to students, given our relatively close proximity to Los Angeles and San Diego. A search for "stage-hand" jobs on a popular job platform (Indeed.com) currently returns over 1000 job results in the Los Angeles area alone.

Policy Proposal & Goals - Short-Term

The following short-term goals fall into the one to three-year range of the plan. Most of the facilities centric goals are achievable with reallocation of instructional space based on the addition of square footage to the campus from a new building or portables. However, a new building, as proposed in a previous college plan, would be ideal: no retrofit or facilities juggling needed.

MUS and MIS classes need separate spaces suited to their respective needs. Both disciplines require additional practice rooms. Art requires new spaces to expand into other modalities such as ceramics, plaster and metals. A large space secured for art, would allow sets to be collaboratively built for theater productions. CTE could also benefit by using such a space for a welding or other similar program (or programs).

MUS and MIS require the theater for performances, rehearsals, recitals and master classes. Theater productions, and the Live Sound class need the theater as well for rehearsal and training, respectively. This requires all (or most) academic classes currently scheduled in the theater to find other instructional space. MUS, MIS and Theater all require additional storage. A dedicated computer lab for ART, MUS and MIS can become a digital maker space shared by the disciplines for student collaboration. Additionally, such a space if dedicated to the arts, could also become a platform for a new video production program. Finally, Theater and Dance classes require adoption or authorship necessary for ADT and CTE certificates, as well as resource allocation for support of such programs.

Policy Proposal & Goals - Long-Term

Most of the long-term goals are achievable in a three to five-year time frame. Programs and disciplines need more faculty to support growth. Dance, Theater, Music and MIS require more faculty to support new courses, sections and programs. These goals will be reflected in upcoming Program Review submission. It will be necessary to hire a full-time staff accompanist, a technician to monitor students in the lab (or labs), and possibly a theater manager (or combination position).

A larger arts-facilities footprint is essential. Music requires a proper recital hall for performances and practice rooms to meet student demand. (Current demand on practice space of Applied Music students alone is not being met. Add in MIS students and other MUS courses that utilize the practice rooms, and the space we have is but a fraction of student need.) A combination piano and computer lab will become a collaborative space, and dedicated dance studios could also be used for yoga and other such physical education courses. Dance could also

support a cheerleading/dance team for our emerging athletics program. A new building housing

all the arts education activities would be ideal. But with a five-year timeframe and while in

transition, existing buildings may undergo retrofit to house courses and programs.

Supporting Research

Research consistently demonstrates that arts education has dramatic and positive effects

on student success (Workman, 2017, p.1). Deeper learning skills such as critical thinking,

solving complex problems, communication, and working collaboratively (among others), are all

enhanced by arts education (Workman, 2017, p.2). Add the additional 21st century skills of

creativity and empathy bolstered by arts education to this list, and it becomes a formidable

vehicle for building proficiencies in our students that will aid their success in the current and

future marketplace.

Creativity and collaborative skills are difficult to measure in terms of educational

outcomes, but employers as well as college admissions officers cite these as desirable qualities in

employees and candidates. Hoover (2017) describes several new models being adopted by

college admissions that incorporate progressive measures of student readiness. As one

admissions officer said, "As the country becomes more diverse, and as we learn more about the

correlation between standardized test scores and wealth, we have to be a lot more creative in

predicting for success in college (Hoover, 2017).

Arts education has intrinsic merit for its students and in service to the greater community.

Art galleries, recorded music, and performances of all manner (dance, music, theater, mixed

media), communicate ideas and emotions that enhance life in a myriad of ways. As Reimer

(1981) said, art is a "different thing than anything else in life – it has its own special character

and value" (p.99). But there are additional benefits to growing arts education at Norco College

that are important to consider. Kumashiro (2000) implored that schools must be safe spaces that embrace and affirm the Other. As an example, Bergonzi (2015), noted that gay students often seek out music programs "to find community and safety" (p. 225). I believe arts programs on the whole create these places of community where all manner of students can work together and support one another equitably.

Norco College, according to the RCCD Factbook (2016), serves a large populations of first-generation college students (1807), and 57% of its students are Hispanic. As such, the college is uniquely poised to make a huge difference in the success of those special populations by providing quality and comprehensive arts education.

Arts education develops complex skills that often have immediate benefits for workers in a market economy (Heilig, Cole, and Aguilar, 2010, p.137). Shortly after Steve Jobs dropped out of college and no longer needed to adhere to a required curriculum for graduation, he took a course on calligraphy, "It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating. None of this had even a hope of any practical application in my life" (Steve Jobs, Stanford Commencement Address, 2005). But to make a long story short, ten years later the Mac became the first computer to have beautiful typography, and as a result, everything we read on a computer screen is more subtly attractive and impactful.

Specifically, there is a wealth of information supporting the health, well-being, and social benefits of communities of practice such as choir (Livesey, Morrison, Clift & Camic, 2012; Dingle, Brander, Ballantyne, & Baker, 2013; Moss, Lynch, & O'Donoghue, 2018). And Crowe's (2018) study shows a strong correlation between choir participation and retention at the four-year college.

Arts education is important for the skills we know it builds. It contributes to competencies that are highly desired in the marketplace. But we must also remember, as Steve Jobs said, the arts are "beautiful" and "artistically subtle in a way that science can't capture." We don't know how and when such aesthetic sensibilities may apply to a future entrepreneurial endeavor, but they undoubtedly will.

Plan Outline

One-year

-Integration of Arts plan into Norco College Master Planning documents.

- Adoption of plan by Norco College administration, Norco College stakeholders and governance, and RCCD District

Three-year

-Increased space allocated to arts education disciplines

-Increased arts course offerings

-Increased availability of technology to arts disciplines

-Return of theatrical productions to campus

-Dance courses added to college

-Dance performances on campus

-Increased Arts education majors in disciplines with degrees and certificates

-Increased arts education completers (degree and transfer)

-Job placements for CTE completers (MIS)

Five-year

-Dance program (degree) added to college

-Theater programs (degree and CTE certificate) added to college

-New video production program

-Increased Arts education majors in *all* arts disciplines

-Increased arts education completers (degree and transfer)

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