# 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).

**GOALS AND ACTIVITIES**
**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 Afairs areas:

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

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

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

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

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

  - Expansion of eSports programming to increase STEM access;

  - Expansion of CTE and Noncredit Certificates;

  - Continued growth of LRC noncredit Supervised Tutoring FTES;

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

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

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

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

  - 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)

- 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, Adminisrative 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 inovative program.

  o During Spring 2021, LAUNCH and Norco College started reviewing an opportunity to becole 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 <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.

- **Library and Learning Resources:**

  o In responce 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 Instrucion:** Plan growth of FTES at a planned 3% annual rate through the activities described in the following Academic Afairs 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, Adminisrative Assistant to serve the College, District, and Region

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

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

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

- **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

**EVIDENCE**

**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.

  - https://misweb.ccco.edu/perkinsv/Core_Indicator_Reports/Forms_All.aspx

  - 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:**

  - 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.(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

# Program Review: Part 1

    • STEM = 3

    • 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

- **Academic Affairs and Instruction:**

# Program Review: Part 1

- 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 effecient 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 tyes 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, Adminisrative 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 mangagement 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 roatations 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 Prison Education: 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 responce 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.

# Program Review: Part 1

**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

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 tyes 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

  o Enrollment mangagement will complete a charter that will clearly demonstrate the scope and expecations 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 acheiving 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:**

# Program Review: Part 1

- **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).

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- **Instruction:** GP Power BI dashboard

| | Annual 2013-2014 | Annual 2014-2015 | Annual 2015-2 |
|---|---|---|---|
| Norco College Total | 1,148 | 1,090 | |
| Certificate requiring 16 to fewer than 30 semester units | | | |
| Associate in Science for Transfer (A.S.-T) Degree | 6 | 17 | |
| Associate in Arts for Transfer (A.A.-T) Degree | 25 | 41 | |
| Associate of Science (A.S.) degree | 220 | 243 | |
| Associate of Arts (A.A.) degree | 565 | 518 | |
| Certificate requiring 30 to < 60 semester units | 117 | 116 | |
| Certificate requiring 18 to < 30 semester units | 54 | 26 | |
| Certificate requiring 12 to < 18 units | | | |
| Certificate requiring 6 to < 18 semester units | 161 | 129 | |

**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:**

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

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

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

  o 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

# Program Review: Part 1

- o 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.

- o 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-mineded 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 Microaggressions training course

- o LRC tutors received racial microaggressions in-service training

- o Libraians 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

- 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-mineded 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 Tra** | | |
| Course | Sections | Students | #Success | Succ. Rate | | Sections | Students | #Su |
| MAT-12 | 8 | 278 | 209 | 75.2% | | 22 | 892 | |
| MAT-25 | 2 | 79 | 58 | 73.4% | | 1 | 42 | |
| MAT-36 | 2 | 87 | 52 | 59.8% | | 5 | 160 | |
| MAT-5 | 1 | 41 | 27 | 65.9% | | 2 | 79 | |
| **Totals** | **13** | **485** | **346** | **71.4%** | | **30** | **1173** | |

# Program Review: Part 1

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

| | RETENTION RATES | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Transfer | **In a Supported Transfer Class** | | | | | **Not in a Supported Tr** | | |
| Course | Sections | Students | #Retained | Retn. Rate | | Sections | Students | #R |
| MAT-12 | 8 | 278 | 250 | 89.9% | | 22 | 892 | |
| MAT-25 | 2 | 79 | 74 | 93.7% | | 1 | 42 | |
| MAT-36 | 2 | 87 | 77 | 88.5% | | 5 | 160 | |
| MAT-5 | 1 | 41 | 34 | 82.9% | | 2 | 79 | |
| **Totals** | **13** | **485** | **435** | **89.7%** | | **30** | **1173** | |

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.

# Program Review: Part 1

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. 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.

| 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 |

# Program Review: Part 1

| | | | | | | | | 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

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

**GOALS AND ACTIVITIES**
**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:**

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

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

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

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

  o Expand CTE and Noncredit Certificates

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

- 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, Adminisrative 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 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 becole the LEA for the Southwest Carpenters Union. It is estimated that new partnership will generate an estimated 800-1000 new apprentices for the college.

  - o NC Connect is updated regulary 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 thre system. Our team will be able to track the percentage of students who achieve a higher level of livable wage.

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

- o 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:**

  - o 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:**

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

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

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

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

  - o Expand CTE and Noncredit Certificates

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

  - 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, Adminisrative 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.

  - 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.

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

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

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

  - 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:**

  - 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:**

  - 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)

  - 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*

# Program Review: Part 1

- **Academic Affairs and Instruction:**

  - Academic Affairs relys 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.

  - 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 rotatation 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.

  - 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, Adminisrative 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 programy 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, Adminisrative 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 effor to increase job opportunties to students, as well as grow our advisory

boards.

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

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

  - <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. 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

nomu

digital distribution 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.

# Program Review: Part 1

**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:**

  o Explore developing a new procedure to assess breadth of programs and prioritized program development opportunities.

  o The Academic Planning Council (APC) has reviewed the schedule processes for programa 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 effecient 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) requirment.

  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, Adminisrative 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 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:**

  o Expansion of Guaranteed Pathway Agreements with regional partners

  o Establish instructional programming with Alvord USD and Stokoe Elementary

- **Library & Learning Resources:**

  o Both Library and Learning Resource Center (LRC) have expanded weekly open hours and added Saturday hours to provide more availablity to students. Library and LRC have continued to increase communication and collaboration with faculty, the Office of Instruction, categorical programs and learning communities.

- o 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.

- o 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 brocures detailing resources and services. The Library has extended laptop and hotspot loan program services to students 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 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 Enrollment mangagement will make a charter that will clearly demonstrate the scope and expecations 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.

  - o Develop a new procedure (possibly through the Academic Senate and Enrollment Management) to assess breadth of programs and prioritized program development opportunities.

  - 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, Adminisrative 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.

**EVIDENCE**
**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 demonstrats 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.

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

**GOALS AND ACTIVITIES**
**What are you doing now in support of this goal?**
9.5 Develop strategy to maximize studentfaculty 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 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, Adminisrative 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 studentfaculty 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, Adminisrative 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 studentfaculty 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 Instrucion:**

  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 stand alone 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, Adminisrative 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).

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

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

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

- 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

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

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

- o Administrative Assistant positions supporting Educational Partnerships and CTE

- o Enrollment Services Assistant supporting Educational Partnerships and CTE

- o Outreach and Recruitment Specialist supporting Educational Partnerships and CTE

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

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

- o 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

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### 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

## 2022 - 2023 Update

### Resource Request

**What resources do we already have?**
N/A
**What resources do you need?**
Interactive Smartboard/Screen for Writing/Reading Center (WRC)
**Request related to EMP goal or Assessment?**
EMP Goal 7,EMP Goal 1,EMP Goal 12,EMP Goal 2
**$ Amount Requested**
6,000
**Resource Type**
ITEM: Equipment, Services, Software, Furniture
**Potential Funding Source(s)**
Instructional Equipment Allocation
**The evidence to support this request can be found in:**
Program Review: Part 1
**This request for my area is Priority #:**
1
**Is this request:**
New

### For Administrative Use Only

**Funding Status**

**Notes**

## 2022 - 2023 Update

### Resource Request

**What resources do we already have?**
N/A
**What resources do you need?**
Digital Signage Kiosk for Learning Resource Center (LRC)
**Request related to EMP goal or Assessment?**
EMP Goal 2,EMP Goal 3,EMP Goal 7,EMP Goal 12
**$ Amount Requested**
4,000
**Resource Type**
ITEM: Equipment, Services, Software, Furniture

# Resource Requests

**Potential Funding Source(s)**
Lottery Instructional Supplies
**The evidence to support this request can be found in:**
Program Review: Part 1
**This request for my area is Priority #:**
2
**Is this request:**
New

**For Administrative Use Only**

**Funding Status**

**Notes**

# 2021 - 2024

**Resource Request**

**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

**For Administrative Use Only**

**Funding Status**
No Action-Insufficient funding
**Notes**
Forwarded to Executive Cabinet for funding Consideration

# Resource Requests
## 2021 - 2024

## Resource Request

**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

## For Administrative Use Only

**Funding Status**
Completed/Funded
**Notes**
NA

## 2021 - 2024

## Resource Request

**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

# Resource Requests

**The evidence to support this request can be found in:**
Program Review: Part 1
**This request for my area is Priority #:**
3

## For Administrative Use Only

**Funding Status**
No Action-Insufficient funding
**Notes**
Forwarded to Executive Cabinet for funding Consideration

## 2021 - 2024

## Resource Request

**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

## For Administrative Use Only

**Funding Status**
No Action-Insufficient funding
**Notes**
Forwarded to Executive Cabinet for funding Consideration

# Resource Requests
2021 - 2024

## Resource Request

**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

## For Administrative Use Only

**Funding Status**
No Action-Insufficient funding
**Notes**
Forwarded to Executive Cabinet for funding Consideration

2021 - 2024

## Resource Request

**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

# Resource Requests

**The evidence to support this request can be found in:**
Program Review: Part 1
**This request for my area is Priority #:**
4

## For Administrative Use Only

**Funding Status**
No Action-Insufficient funding
**Notes**
Forwarded to Executive Cabinet for funding Consideration

## 2021 - 2024

## Resource Request

**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

## For Administrative Use Only

**Funding Status**
No Action-Insufficient funding
**Notes**
Forwarded to VPAA for funding consideration

# Resource Requests
2021 - 2024

## Resource Request

**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

## For Administrative Use Only

**Funding Status**
No Action-Insufficient funding
**Notes**
Forwarded to Executive Cabinet for funding Consideration

# 2021 - 2024

## Resource Request

**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

# Resource Requests

**This request for my area is Priority #:**
9

## For Administrative Use Only

**Funding Status**
No Action-Insufficient funding
**Notes**
Forwarded to Executive Cabinet for funding Consideration

# 2021 - 2024

## Resource Request

**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

## For Administrative Use Only

**Funding Status**
No Action-Insufficient funding
**Notes**
Forwarded to Executive Cabinet for funding Consideration

# 2021 - 2024

## Resource Request

**What resources do we already have?**
None.
**What resources do you need?**
Associate Faculty Librarians Budget Augmentation

# Resource Requests

**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

## For Administrative Use Only

**Funding Status**
No Action-Insufficient funding
**Notes**
Forwarded to VPAA for funding consideration

# 2021 - 2024

## Resource Request

**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

## For Administrative Use Only

**Funding Status**
Completed/Funded

# Resource Requests

**Notes**
NA

## 2021 - 2024

### Resource Request

**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

### For Administrative Use Only

**Funding Status**
No Action-Insufficient funding
**Notes**
Forwarded to Executive Cabinet for funding Consideration

## 2021 - 2024

### Resource Request

**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 Requests

**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

## For Administrative Use Only

**Funding Status**
Completed/Funded
**Notes**
NA

# 2021 - 2024

## Resource Request

**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

## For Administrative Use Only

**Funding Status**
No Action-Insufficient funding
**Notes**
Forwarded to Executive Cabinet for funding Consideration

# Resource Requests

2021 - 2024

## Resource Request

**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

## For Administrative Use Only

**Funding Status**
No Action-Insufficient funding

**Notes**
Forwarded to Executive Cabinet for funding Consideration

2021 - 2024

## Resource Request

**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**
210,680

**Resource Type**
STAFF: Classified Professional, Confidential, Manager

**Potential Funding Source(s)**
General Fund

# Resource Requests

**The evidence to support this request can be found in:**
Program Review: Part 1
**This request for my area is Priority #:**
15

## For Administrative Use Only

**Funding Status**
No Action-Insufficient funding
**Notes**
Forwarded to Executive Cabinet for funding Consideration

# 2021 - 2024

## Resource Request

**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

## For Administrative Use Only

**Funding Status**
No Action-Insufficient funding
**Notes**
Forwarded to Executive Cabinet for funding Consideration

# 2021 - 2024

## Resource Request

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

# Resource Requests

**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

## For Administrative Use Only

**Funding Status**
Completed/Funded
**Notes**
COMPLETED

# 2021 - 2024

## Resource Request

**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

## For Administrative Use Only

**Funding Status**
In Progress

# Resource Requests

**Notes**
Partially completed

## 2021 - 2024

### Resource Request

**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

### For Administrative Use Only

**Funding Status**
No Action-Request not related to College Mission, Strategic Plan, Budget Priorities, Intended Outcomes
**Notes**
Tabled-No feasible given budget conditions

## 2021 - 2024

### Resource Request

**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

# Resource Requests

**The evidence to support this request can be found in:**
Program Review: Part 1
**This request for my area is Priority #:**
18

## For Administrative Use Only

**Funding Status**
No Action-Insufficient funding
**Notes**
Forwarded to VPAA for funding consideration

# 2021 - 2024

## Resource Request

**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

## For Administrative Use Only

**Funding Status**
No Action-Insufficient funding
**Notes**
Forwarded to Executive Cabinet for funding Consideration

# Resource Requests
2021 - 2024

## Resource Request

**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

## For Administrative Use Only

**Funding Status**
Completed/Funded
**Notes**
NA

## 2021 - 2024

## Resource Request

**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

# Resource Requests

**This request for my area is Priority #:**
6

## For Administrative Use Only

**Funding Status**
Completed/Funded
**Notes**
COMPLETED

## 2021 - 2024

## Resource Request

**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

## For Administrative Use Only

**Funding Status**
Completed/Funded
**Notes**
COMPLETED

## 2021 - 2024

## Resource Request

**What resources do we already have?**
None.
**What resources do you need?**
Hotspots (200) for Student Loan Program

# Resource Requests

**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

## For Administrative Use Only

**Funding Status**
Completed/Funded
**Notes**
COMPLETED

## 2021 - 2024

### Resource Request

**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

## For Administrative Use Only

**Funding Status**
Completed/Funded
**Notes**
COMPLETED

# Resource Requests
2021 - 2024

## Resource Request

**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

## For Administrative Use Only

**Funding Status**
Completed/Funded
**Notes**
COMPLETED

## 2021 - 2024

## Resource Request

**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

# Resource Requests

**The evidence to support this request can be found in:**
Program Review: Part 1
**This request for my area is Priority #:**
13

## For Administrative Use Only

**Funding Status**
Completed/Funded
**Notes**
COMPLETED

# 2021 - 2024

## Resource Request

**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

## For Administrative Use Only

**Funding Status**
Completed/Funded
**Notes**
COMPLETED

# 2021 - 2024

## Resource Request

**What resources do we already have?**
None

# Resource Requests

**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

## For Administrative Use Only

**Funding Status**
No Action-Insufficient funding
**Notes**
Forwarded to VPAA for funding consideration

# 2021 - 2024

## Resource Request

**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

## For Administrative Use Only

**Funding Status**
No Action-Insufficient funding

# Resource Requests

**Notes**
Forwarded to Executive Cabinet for funding Consideration

## 2021 - 2024

### Resource Request

**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

### For Administrative Use Only

**Funding Status**
In Progress
**Notes**
COMPLETED PARTIALLY

## 2021 - 2024

### Resource Request

**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)

# Resource Requests

**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

## For Administrative Use Only

**Funding Status**
Completed/Funded
**Notes**
N/A

# 2021 - 2024

## Resource Request

**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

## For Administrative Use Only

**Funding Status**
Completed/Funded
**Notes**
NA

# Resource Requests
2021 - 2024

## Resource Request

**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

## For Administrative Use Only

**Funding Status**
No Action-Insufficient funding
**Notes**
Forwarded to Executive Cabinet for funding Consideration

## 2021 - 2024

## Resource Request

**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

# Resource Requests

**The evidence to support this request can be found in:**
Program Review: Part 1
**This request for my area is Priority #:**
2

## For Administrative Use Only

**Funding Status**
No Action-Insufficient funding
**Notes**
Forwarded to Executive Cabinet for funding Consideration

# 2021 - 2024

## Resource Request

**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

## For Administrative Use Only

**Funding Status**
No Action-Insufficient funding
**Notes**
Forwarded to VPAA for funding consideration

# Resource Requests

2021 - 2024

## Resource Request

**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

## For Administrative Use Only

**Funding Status**
No Action-Insufficient funding
**Notes**
Forwarded to Executive Cabinet for funding Consideration

2021 - 2024

## Resource Request

**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

# Resource Requests

**This request for my area is Priority #:**
19

## For Administrative Use Only

**Funding Status**
Completed/Funded
**Notes**
NA

# 2021 - 2024

## Resource Request

**What resources do we already have?**
None
**What resources do you need?**
Reassigned Time for Prison Education Faculty Coordinator .2 per primary term. Anticipate using HEERF to backfill the .2 (per term) teaching assignment with associate faculty.
**Request related to EMP goal or Assessment?**
EMP Goal 1,EMP Goal 6,EMP Goal 2
**$ Amount Requested**
12,600
**Resource Type**
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)
**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

## For Administrative Use Only

**Funding Status**
Updated
**Notes**
Entered after 2021-2024 resource requests were due. Forwarded to 2022-2023 annual update for consideration.

# Submission

## 2021 - 2024

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