

MINUTES

Institutional Strategic Planning Council (ISPC)

October 7, 2015

1:00-3:00 (ST 107)

Attendees:

- **Attendees:**

Ruth Leal (Staff-Instructional Production Specialist*ISPC Chair*)

Melissa Bader (Faculty Rep to District Enrollment Management Committee *ISPC Chair*)

Barbara Moore (Transfer Faculty)

Natalie Aceves (Staff-Educational Advisor)

Peggy Campo (Academic Senate President)

David Mills (Basic Skills Faculty)

Jason Parks (Chair of Chairs – APC)

Greg Aycock (Dean of Institutional Effectiveness)

Jim Thomas (CTE Faculty)

Ruth Jones-Santos (Staff-Administrative Assistant II)

Mark DeAsis (Dean of Admissions and Records)

Ana Molina (Staff-Administrative Assistant II)

Monica Green (VP Student Services)

Siobhan Freitas (At-Large)

Diann Thursby (Staff-Account Services Clerk)

Suzie Schepler (ASNC-President)

Ruth Smith (Recorder)

- **Absentees:**

Diane Dieckmeyer (VP Academic Affairs*ISPC Chair*)

Beth Gomez (VP Business Services)

Celia Brockenbrough (Library Faculty)

John Coverdale (CTE & Grants Advisory Rep)

- **Guests:** Gustavo Ocegüera, Collen Molko, Kevin Fleming, Tricia Hodawanus, Eric Betancourt, Jan Muto, Mark Hartley, Kris Anderson

Approval of Agenda:

Approval of Agenda for October 7, 2015.

Motion by Peggy Campo, second by Ruth Jones-Santos to approve the agenda with the following amendments. Add a new Item I.B. – SSSP Plan Draft and a new Item I.E. – National Center Renewal Plan. Motion approved.

Approval of Minutes:

Approval of Minutes for September 16, 2015.

Motion by Jason Parks, second by Mark DeAsis to approve the minutes from the September 16, 2015 meeting with a correction to the ASNC President. Motion approved with three abstentions.

I. Information Items:

A. Committee Reports

➤ **Technology Committee (Ruth Leal)**

- Reviewed the Technology Committee's Fall 2015 report (see attached).
- Noted the committee's trainings and workshops. One resource was Lynda.com. It was decided that based on usage and a satisfaction survey that Lynda.com would be funded for another year. All "Learn with Lynda" workshops are approved for flex credit. Also coordinated a Blackboard workshop during the spring.
- Reviewed the Technology Committee's website on the Norco home page.
- The committee administered a Spring survey. They had 50 faculty members, 48 staff and 204 students participate. The results were positive but did find some areas that can be improved.
- Shared an update on ITSC and what topics they have been discussing. Office 365 is scheduled for implementation in Fall 2015. Considering a video streaming system upgrade that will cost \$800k for the District.

➤ **Legacy Committee (Eric Betancourt and Gustavo Ocegüera)**

- Gustavo Ocegüera is a new tri-chairs for this committee along with faculty member, Stan Tyler. Reviewed the committee membership.
- The committee recently held a retreat as their first meeting of the semester.
- They are teaming up with Student Equity.
- Did review statement of purpose and it will remain the same.
- Reviewed the Legacy Committee Report for Fall 2015. (see attached)
- The committee is working on flex credit approval for the training activity that is scheduled after the Read to Succeed event.
- Legacy recently received an additional funding source. They are receiving funds from ASNC and the Student Equity Plan.

B. SSSP Plan (Monica Green)

- Dr. Green introduced Mr. Mark Hartley, the new Dean of Student Life, and Suzie Schepler the current President of ASNC.
- Explained that the SSSP was started in 1986 under the program name of matriculation. The mission of the program is to increase student access and success by providing effective core services including orientation, assessment and placement, counseling, academic advising and early intervention. (see attached)
- Funding must be used for the core services. Norco has not received their allocation yet.

- Plan utilizes a new format and is due Oct 30. Asking for feedback before submittal (by Oct 15). The plan will be distributed electronically to everyone. The hard copy has highlighted areas that may be of particular interest to members of the ISPC.
- Discussed the Student Success Committee's need for representation from the faculty. Peggy Campo volunteered to attend the next meeting.
- Discussion on the need to vote on the finished plan and how this process would work. Plan will be brought back to the next meeting for vote to accept and forward.

C. Review of ISPC Membership (Melissa Bader)

- Reviewed the ISPC membership list.
- Requested that the faculty make sure their department chairs know what their meeting schedule requirements are so they can be addressed in all future teaching assignments.

D. Strategic Planning Policy Review (Greg Aycock)

- Have to review all strategic planning evaluation mechanisms.
- Reviewed college president memorandum.
 - Suggestion to include the listing of resources allocations in the description.
 - Discussed whether or not this memorandum is an evaluation mechanism.
- Annual progress report on education master plan, goal objectives and dashboard indicators.
 - Discussed how this plan is shared with the committees and the community.
 - This component is vital to the institution and the presentation format needs to reflect the importance.
 - Would like item to say "presented to ISPC and distributed to the college" and make a change to indicate during the fall term, not the beginning of the fall term.
- Report of resource allocation
 - Needs to include ISPC.
 - Discussed the need for this report but that it is not an evaluative mechanism.
 - Discussed the possibility of changing the heading for this area to including evaluation and reporting or something to that effect. Suggest taking another look at the standard.
 - Committee needs clarification before any further decision on this item.

E. National Center Renewal Plan (Colleen Molko)

- Plan was established to increase the number of skilled supply chain technicians in America.
- Colleen reviewed and summarized the project. (see attached)

- Current funding takes Norco College through July. This proposal asks for an additional five years of funding and continues the work that we are currently doing.
- Shared parts of the new plan indicating what has been accomplished with first funding and what the plans for the future include.
- Will know whether or not we will receive the additional funding by March or April.
- There is only one course that the National Center indicates we need that is not currently offered. Paul VanHulle is working on starting the required class.
- This grant does not have a declining budget allocation.

F. CCSSE Report (Greg Aycock)

- Tabled until the next meeting.

G. Committee Rules & Responsibilities (Ruth Leal)

- Tabled until the next meeting.

II. Open Hearing

- Natalie shared that the application filing deadlines are approaching. Tell your students.
- Invitation from ASNC to share information, comments and/or well wishes for Umpqua College Community. Available in the CSS building upstairs.
- The Career and Job Fair is next week. Dr. Fleming suggested that everyone follow Goal #4 that talks about enhancing partnerships by speaking to the community at the job and career fair.
- Please complete the facilities survey that closes on Oct 9th.

Adjourned – 3:00 pm

TECHNOLOGY COMMITTEE REPORT

FALL 2015

COMMITTEE STATEMENT OF PURPOSE

The Norco College Technology Committee provides recommendations for the strategic direction, implementation and sustainability of technology resources throughout the college used to support student learning programs and services and improve institutional effectiveness consistent with the college's mission.

STRATEGIC GOALS AND OBJECTIVES:

GOAL 1: MAKE TECHNOLOGY A PRIORITY AT NORCO COLLEGE THROUGH TRAINING & SUPPORT FOR FACULTY, STAFF, AND STUDENTS

Technology Training

- The committee recommended Lynda.com as a technology training resource after conducting an evaluation of Lynda.com based on usage, satisfaction survey, annual technology survey, and cost. It was approved through the strategic planning process and funded for 2015/2016.
- The committee coordinates six technology training workshops in the Professional Development Center during the academic year. This year, "Learn with Lynda" is the basis of the workshops, covering technology topics based on input from the 2015 Technology Survey while also focusing on the use of Lynda.com as a professional development resource.
- A *Blackboard for Faculty* workshop will be held in spring 2016 to continue to provide training on the district's learning management system. (Goal 5 – Provide tools for online faculty about online pedagogy and effective use of the learning management system).
- A Technology Training subpage was created as part of the Technology Committee webpage. It contains information about upcoming training opportunities as well as links to previous trainings.

GOAL 2: DEVELOP AND CONTINUE TO UPDATE A TECHNOLOGY STRATEGIC PLAN FOR A COLLEGE-BASED MODEL

Technology Requests from Program Review

- The process of technology requests from program review and the evaluation/recommendation by the Technology Committee is documented in the *Technology Principles and Guidelines*.
- The committee revised the Technology Request Form for the program review process based on input from the Program Review Committee and APC. The Tech Request Form is online on the Documents page on the Technology Committee webpage.
- All strategic planning documents are posted on the Documents subpage of the Technology Committee webpage.

GOAL 6: CREATE TECHNOLOGY USE AND STRUCTURE MODELS AND INCORPORATE BEST PRACTICES IN OUR USE OF TECHNOLOGY COLLEGE-WIDE

Technology Resources

- The committee has put forth a recommendation of 25% of computer inventory to be replaced, as designated by the annual inventory based on age, per the replacement plan to Business Services for inclusion on program review. The recommendation was an information item at BFPC and ISPC in September 2015.
- As part of the annual program review technology requests recommendation process, the Committee obtains an inventory report from Micro and their recommendation to reassign equipment.
- The committee combined office and lab inventory to create one master inventory cross-checked with tag numbers. Initial physical inventory of office computers was completed in spring 2015. Updates will be reviewed by the Technology Committee in fall and spring annually.

GOAL 7: RESPOND TO THE TECHNOLOGY NEEDS OF THE NORCO COLLEGE COMMUNITY

Annual Technology Survey

- 2015 Technology Survey was completed by 50 faculty, 48 staff, and 204 students.
- The survey had positive results overall but did reflect areas for improvement: computer upgrades, MAC support, slow computers, outdated software, software updates, maintenance, cleaning, troubleshooting help desk, etc.
- Discussion items from Strategic Plan Assessment Findings & Technology Survey: general use classrooms (technology consistency/standards); printing needs for students; technology help desk for students

HOW DOES THE COMMITTEE ALIGN WITH NORCO'S COLLEGE MISSION?

- The committee provides educational opportunities for faculty, staff, and students through Lynda.com online technology training and employees through face to face technology workshops.
- The committee continues to research and discuss the creative application of emerging technologies for the college.
- The committee systematically assesses technology resources and uses the results of evaluation as the basis of recommendations for technology to support student learning.

ITSC

- Portal/Office 365 – Implementation in fall 2015. Timeline has been provided to Chancellor's Cabinet and is on the agenda for DSPC on 10/9/15.
- Video Streaming System – currently used by Norco College for events/trainings/meetings in CSS 217. Cost to upgrade for the district \$800k.

ACCREDITATION:

- College Recommendation 4 – “In order to meet the Standards, the team recommends that the College systematically plan for the replacement of technology infrastructure and equipment, reflect projections of total cost of ownership for new equipment, systematically assess the effective use of technology resources, and use the results of evaluation as the basis for improvement.”
 - Completed the Follow-Up Report
 - Placed all evidence on “Documents” page
 - Implemented all tasks set forth in the Follow-Up Report

2015-2016 COMMITTEE MEMBERS:

Christian Castillo, ASNC student
ASNC student TBD
Cathy Brotherton
Janet Frewing
Keith Coleman
Daniel Lambros
Ladylyn Dominguez
Sandra Martinez
James Finley

Jefferson Tiangco
Kim Kamerin
Deborah Tompsett-Makin
Mark DeAsis
Emile Bradshaw
Ruth Leal (Co-Chair)
Damon Nance (Co-Chair)
Ana Molina (Member/Secretary)

LEGACY COMMITTEE REPORT
Fall 2015

COMMITTEE STATEMENT OF PURPOSE:

- Norco Legacy is a mindful group of colleagues that proudly represents the diverse Norco College community. We listen and respond to the concerns and needs of our community. We advocate and facilitate respectful interactions with an appreciation for diversity. We build a culture of practices to promote inclusiveness, dialog, and harmony.

STRATEGIC GOALS AND OBJECTIVES THAT APPLY TO THIS COMMITTEE:

GOAL 2: IMPROVE THE QUALITY OF STUDENT LIFE

Objective 4: Increase the percentage of students who consider the college environment to be inclusive.

- The Legacy Committee contributes to achieving this objective by identifying ways in which it can help students feel that our college is inclusive. The upcoming second annual "Day of Inclusiveness" is one of the ways in which the committee will promote inclusion of all students.

Objective 5: Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.

- Legacy Committee promotes inclusiveness and advocates for those who feel they are experiencing unfair treatment. For example, in our 2015 Spring committee report, the committee advocated to increase the number of unisex restrooms on campus. As a result of our advocacy, Norco College agreed to make the restrooms in the faculty lounge unisex as well as one bathroom in the upstairs floor of the Student Services Building. The renovation of the STEM Center also included two additional unisex restroom, increasing the total to 5 on the campus. Legacy will continue to advocate for such changes based on feedback received by students, staff and faculty.

GOAL 7: STRENGTHEN OUR COMMITMENT TO OUR EMPLOYEES

Objective 2: Increase the percentage of employees who consider the college environment to be inclusive.

Objective 3: Decrease the percentage of employees who experience unfair treatment based on diversity –related characteristics.

Objective 4: Increase participation in events and celebrations related to inclusiveness.

- Legacy Committee will collaborates with the Student Equity Program to implement a climate survey to assess the campus environment and to determine if employees are experiencing unfair treatment based on diversity-related characteristics. Survey results will be utilized to develop and offer targeted activities to address any concerns reported in the survey. The committee is also planning on increasing events related to inclusiveness and improving attendance by advertising events in a timely manner and scheduling them during college hour.

ACTION PLANS FOR 2015-2016:

In order to accomplish the objectives set forth by the Legacy committee, members have agreed to work on the following tasks:

1. Coordinate the Diversity Award nomination and selection process
2. Develop an Equity Award and coordinate the nomination and selection process
3. Continue to offer the annual "Day of Inclusiveness" event that promotes inclusion for all students, staff, faculty, and administrators.
4. Review/create and display information about discrimination/harassment around campus to increase awareness.
5. Work with college administration to identify a more prominent area on the NC website to post diversity related issues and facts about our college population.
6. Develop and implement a diversity campus climate survey.
7. Collaborate with Read 2 Succeed Joy Degruy "Post Traumatic Slave Syndrome" event to maximize participation and promote the training activity scheduled for the day after.
8. Replace the diversity related video currently on our website with a more current version. Committee agreed to launch a video contest for students to define what diversity means to them via a 1-minute video. The winning submission may be used to replace the video currently on our website.
9. Considering donating a new "Legacy Tree" to replace the one that died. The tree was planted in 2010 and symbolizes Norco College's commitment to diversity.
10. Develop a new logo to promote the committee's work and events.

HOW DOES THE COMMITTEE ALIGN WITH NORCO'S COLLEGE MISSION?

- The work done by the Legacy committee is directly related to the mission, which states that, "Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration." The work of the Legacy Committee is dedicated to celebrating diversity through educational opportunities such as the "Day of Inclusiveness".

CHANGES

- The committee's membership and leadership have recently changed. The current membership structure includes 4 faculty members, 5 classified members, 3 administrators and 1 student. Additionally, Legacy now has additional funding sources to increase programming.

ASSISTANCE NEEDED FROM ISPC:

- Continuous support from ISPC to promote future events.

2015-2016 COMMITTEE MEMBERS:

- Stanley Tyler (Tri-Chair), Associate Prof, Chemistry, Math & Science
- Eric Betancourt (Tri-Chair), Veterans Services Specialist, Veterans Services
- Gustavo Ocegueda (Tri-Chair), Dean, Grants & Student Equity Initiatives
- Zermeeen Vakil, Associated Students, Norco College representative
- Elvira Abrica, Institutional Research Specialist, Office of Institutional Research
- Monica Green, Vice President, Student Services
- Patricia Gill, STEM Services Developer, Title III STEM Grant
- Bernice Delgado, Upward Bound Grants Administrative Assistant
- Damon Nance, Dean, Technology & Learning Resources
- Lisa Nelson, Associate Professor, English
- Ana-Marie Olaerts, Associate Professor, Communication Studies
- Elise Rodriguez, Senior Interpreter, Disable Student Services
- Patricia Worsham, Associate Professor, Business Administration

October 7, 2015

Core Services Student Success & Support Program (SSSP)

Chris Graillat and Mia Keeley
Student Services and Special Programs, CCCC

SSSP All Coordinators Training
October 1, 2015



CALIFORNIA COMMUNITY COLLEGES

Student Success and Support Program Mission

To increase community college student access and success by providing effective core services, including orientation, assessment and placement, counseling, academic advising, and early intervention. SSSP ensures student equity in assessment, student services, and access to college resources and provides a foundation for students to achieve their educational goals.



CALIFORNIA COMMUNITY COLLEGES

Key Points for SSSP

- SSSP funding must be expended only on **core services**
- Institutional and **student** requirements
- **Incentives** for student completion of core services
 - Loss of Priority Enrollment
 - Withholding of Enrollment
- Coordinates with **Student Equity** and other plans
- Linked to the Student Success **Scorecard**



CALIFORNIA COMMUNITY COLLEGES

SSSP Core Services

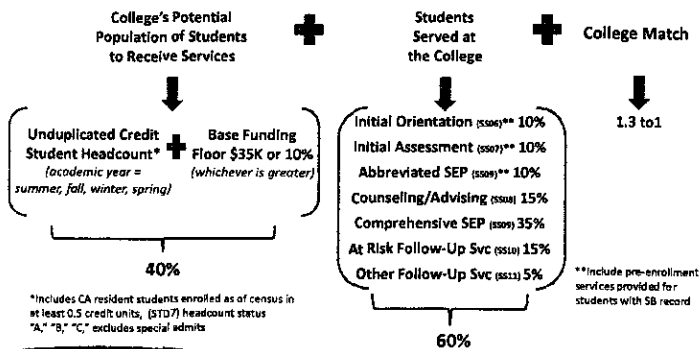
SSSP funding must be expended on Core Services:

- Orientation
- Assessment
- Counseling, Advising & Other Education Planning Services
- Follow-up for at-risk students (§ 55525)
 - Enrolled in Basic Skills, no identified ed goal or course of study, on academic/progress probation



CALIFORNIA COMMUNITY COLLEGES

Credit SSSP Funding Formula



Credit Funding Formula Phase-In

- Goes into effect for 2015-16 allocations
- Based on MIS data for 2014-15
- 2015-16 funding guaranteed at 80% of prior year allocations to allow for transition
- 2016-17 allocations guaranteed at 50% of 2014-15
- 2017-18 and beyond, guarantee returns to 95% of prior year for stability (as long as budget allows)

Allowable Expenditures

- SSSP Program Director/Coordinator and Staff
- SSSP Office Supplies and Postage
- SSSP Publications and Outreach Materials
- In-State Travel and Training
- Computer Hardware and Software and Equipment
- Food and Beverages

Allowable Expenditures (cont.)

- Counseling, Advising, and Other Student Education Planning Services
- Follow-Up Services
- Orientation Services
- Assessment for Placement Services
- Research, Admissions and Transfer Functions Directly Related to Fundable SSSP Services

ISPC

October 2015

- **Membership:**

Ruth Leal (Staff-Instructional Production Specialist*ISPC Chair*)

Melissa Bader (Faculty Rep to District EMTF *ISPC Chair*)

Diane Dieckmeyer (VP Academic Affairs*ISPC Chair*)

Beth Gomez (VP Business Services)

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Natalie Aceves (Staff-Educational Advisor)

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Siobhan Freitas (At-Large)

Diann Thursby (Staff-Account Services Clerk)

John Coverdale (CTE & Grants Advisory Rep)

Collin Pacillo (ASNC-President)

Results of Prior Support

In August 2011, the National Center for Supply Chain Technology Education was established to increase the number of skilled supply chain technicians in America to meet the growing national need. The \$3,497,000 award, DUE ATE #1104176, funds activities from August 15, 2011 through July 31, 2016.

Objective 1: Implement model 2+2 supply chain technology career pathways through high school/community college partnerships across the United States to meet the industry's needs for educated technicians

- 1.1 Develop profiles for at least five technical occupations in supply chain technology
- 1.2 Conduct gap analysis of national curricula with private and public sector job profiles
- 1.3 Create a passport of competencies in association with professional organizations
- 1.4 Create educational training pathways to include the project website

Objective 2: Increase the number of high school and community college faculty participating in supply chain technology professional development

- 2.1 Provide approximately ten workshops/webinars over the four years of the project for secondary and postsecondary educators
- 2.2 Create systems for faculty social networking

Objective 3: Disseminate best practices in supply chain technology education

- 3.1 Establish a website/portal
- 3.2 Establish a consulting services center
- 3.3 Provide articles related to supply chain technology educational pathways
- 3.4 Provide case studies of private and public sector supply chain technology

Objective 1. The National Center for Supply Chain Technology Education (NCSCTE) successfully completed the development of occupational profiles for (1) Supply Chain Technician, (2) Conveyor Systems Technician, (3) Electro-Mechanical Technician, (4) Radio-Frequency Identification (RFID) Technician and (5) Robotics Technician. The profiles can be accessed on the Occupation Profile pageⁱ of the National Center website, www.supplychainteched.orgⁱⁱ.

When a gap analysis of national curricula was conducted no programs within industrial maintenance were contextualized to the automated warehouse or distribution center. Based on these findings, the Supply Chain Technician model program of study was uniquely developed:

National Center of Supply Chain Technology Education - Model Program of Study

Introduction to Automated Warehousing	3 units
Mechanics	3 units
AC Electrical	4 units
DC Electrical	4 units
Microprocessors/Microcontrollers	4 units
Technical Communications	3 units
Blueprint Reading	2 units
Math for Technology	3 units
OSHA Safety Standards	2 units
Hydraulics/Pneumatics	3 units
Welding	3 units
Logic Controllers	3 units
Total Semester Units	37 units

The model program and course outlines are posted on the NCSCTE websiteⁱⁱⁱ. The Center's research identified a national need for a gateway course in supply chain technology as well as a textbook to support the curriculum. The NCSCTE collaborated with its industry leadership team, using the collective expertise to develop such curricular resources. The NCSCTE also partnered with E-Books and Mobile Apps for Technician Education (DUE ATE #1205113)^{iv} to produce an interactive eTextbook titled *Introduction to the Automated Warehouse*. The text acquaints the reader with all of the skill sets supply

chain technicians must possess to be successful in an automated warehouse or distribution center. Videos, puzzles, games, illustrations, and interactive widgets vividly engage the reader while delivering the material in a way that is fun and easy-to-understand. Published on the Apple iBookstore on July 15, 2015, it has been downloaded 71 times. The National Center website features its release and provides a link to the iBookstore^Y. Knowing that some users would not have Apple hardware, the NCSCTE also produced a PDF version for desktop PC users that preserves the eTextbook's interactivity when used with an internet connection.

Working with industry and professional associations, the NCSCTE found little interest in a passport of competencies as proposed, unless they were incorporated into an industry certification, the gold standard of technician education. Thus, the NCSCTE partnered with the Manufacturing Skill Standards Council & the industry association Material Handling Industries (MHI) to establish an industry credential. Tentatively titled "Certified Technician in Supply Chain Automation," it will be available in fall 2016. This certification is based upon the definition of supply chain technician, and occupational research, developed by the National Center. The credential will be stackable allowing individuals to demonstrate proficiency in four areas building off of MSSC's existing Certified Logistics Associate certification.

Certified Technician in Supply Chain Automation: Four Work Function Areas	
1	Demonstrating Basic Supply Chain Automation Competency
2	Maintaining Equipment/Systems
3	Installing, Modifying, Troubleshooting and Repairing Equipment/Systems
4	Installing, Modifying, Troubleshooting, and Repairing Basic Controllers and Networks

The National Center implements 2+2 supply chain technology pathways through acquiring educational collaborators (educational institutions who commit to using/adopting model program content). In order to achieve the greatest impact, we focus our efforts on the 10 states that have the greatest concentration of supply chain activity and on colleges that have an existing related program such as mechatronics, etc. Considering shared content, only a few focused courses need to be added to establish a supply chain technology pathway. In areas with strong industry support, we connect our large, national industry partners (e.g. Target & FedEx) with community/technical colleges to create self-sustaining ecosystems that ensure instruction is enriched by guest speakers, automated warehouse tours, internships and guaranteed hiring interviews for program graduates. The degree to which educational collaborators adopt content varies from incorporating model program content into an existing pathway, (e.g. Beaumont High School) to offering an A.S. degree in Mechatronics with a specialization in Supply Chain Technology (e.g. Community College of Allegheny County). These collaborators directly contribute to the supply chain workforce by educating supply chain technicians. The NCSCTE currently has 33 known educational collaborators across the nation, in addition to its three leadership institutions. A complete listing follows.

National Center Leadership Institutions

	College	City	State
1	Norco College (Lead)	Norco	California
2	Oakton Community College	Des Plaines	Illinois
3	Sinclair Community College	Dayton	Ohio

Educational Collaborator Institutions

1	Baldy View Regional Occupational Program	Rancho Cucamonga	California
2	Beaumont High School	Beaumont	California
3	Central Piedmont Community College	Charlotte	North Carolina
4	Clover Park Technical College	Lakewood	Washington
5	College of San Mateo	San Mateo	California
6	Columbia High School	Lake City	Florida
7	Community College of Allegheny County	Allendale	Pennsylvania
8	Community College of Beaver County	Monaca	Pennsylvania
9	Corona-Norco Unified School District	Norco	California
10	East Los Angeles Community College	Los Angeles	California
11	Estrella Mountain Community College	Avondale	Arizona
12	Greater Altoona Career Center	Altoona	Pennsylvania
13	Grand Rapids Community College	Grand Rapids	Michigan
14	Hemet Unified School District	Hemet	California

15	Houston Career Academy	Warner Robbins	Georgia
16	Houston Community College	Houston	Texas
17	Ivy Technical College	Lafayette	Indiana
18	JF Drake State Technical College	Huntsville	Alabama
19	Kishwaukee College	Malta	Illinois
20	Lehigh Career and Technical Institute	Schnecksville	Pennsylvania
21	Miami Valley Career Center	Miami	Ohio
22	Modesto Junior College	Modesto	California
23	Mohawk Valley Community College	Utica	New York
24	NSERVE Career and Technical Education Consortium	Park Ridge	Illinois
25	Olive Harvey Community College	Chicago	Illinois
26	Omaha Public Schools	Omaha	Nebraska
27	Patterson High School	Patterson	California
28	Sacramento City College	Sacramento	California
29	San Bernardino Valley College	San Bernardino	California
30	Sierra College	Rocklin	California
31	Washington Engineering Institute	Bellingham	Washington
32	Waubensee Community College	Sugar Grove	Illinois
33	Tacoma Community College	Tacoma	Washington

In a survey the NCSCTE conducted in April-May 2015, 12 of our educational collaborators reported that a total of 755 students had gained knowledge of supply chain technology through the incorporation of model content into their course offerings. Co-PI Dr. Ned Young has introduced a pilot at Sinclair Community College where the engineering division is using part of the Introduction to the Automated Warehouse eText in a course in automation with control technology. Norco College has adopted a new certificate and degree program in supply chain technology and is offering it fall 2015. Norco College also currently offers an accelerated supply chain technology certificate program allowing students to complete in six months. Local industry partners (e.g. Under Armour & FedEx) have guaranteed all program graduates a job interview. Norco College also gained approval from the California State Academic Senate for Supply Chain Technology to be a stand-alone discipline. This designation, approved in April of 2015⁴, facilitates potential Supply Chain Technician curriculum adoption by California's 112 community colleges. The Center likewise gained approval from the U.S. Department of Labor to have Supply Chain Technician added to the O*NET system in its July 2016 update.

Objective 2. The NCSCTE has exceeded its goal in the area of professional development by delivering 12 sessions to more than 286 secondary and postsecondary educators. Attendance rosters were not available from all venues, thus the number of educators served is actually far higher. Of those who completed an evaluation, the majority indicated that the content was of sufficient value to share with colleagues and that their awareness of NCSCTE resources increased.

	Date	Presentation Title	City	State
1	4/18/14	Overview of Supply Chain Technology and Supply Chain Technicians	Webinar	
2	5/16/14	Supply Chain Technician Career Awareness Plan and Tips on How to Teach It	Webinar	
3	5/30/14	Workshop and Tour of Intelligrated Facility	Mason	OH
4	7/2014	HI-TEC Pre-conference Workshop: Best Practices in Implementing a Supply Chain Technology Program	Chicago	IL
5	10/2014	National Career Pathways Network Annual Conference Presentation: Put Your Students on a Career Pathway That Works - Supply Chain Technology	Orlando	FL
6	10/2014	National Council for Workforce Education Annual Conference Presentation: How Automation is Driving Supply Chain Job Skills	Pittsburgh	PA
7	10/2014	Annual ATE PI Conference Roundtable Presentation: Industry-Guided ATE Projects – Best Practices for Authentic Industry Engagement	Washington	D.C.
8	10/2014	Annual ATE PI Conference Roundtable Presentation: Adding a Supply Chain Technician Pathway to Your Current Industrial	Washington	D.C.

		Maintenance, Mechatronics or Automated Systems Curricula		
9	12/2014	Riverside County Office of Education Workshop: Creating a Supply Chain Technology Pathway	Riverside	CA
10	4/23/15	Southern California 2015 Logistics & Supply Chain Summit Panel Presentation: Developing the Supply Chain Workforce of 2020	Pomona	CA
11	6/30/15	US News STEM Solutions Leadership Conference Panel Presentation: Beefing Up Career and Technical Education	San Diego	CA
12	7/29/15	HI-TEC Conference Presentation: Introducing Another Career Option for Your Students – Supply Chain Technicians Are In Demand	Portland	OR

The National Center maintains a presence on LinkedIn, Facebook, Instagram, Twitter and Tumblr to provide all of our audiences a mechanism for social networking.

Objective 3. The NCSCTE website was designed to address the needs of each of our distinct audiences. There is a designated area for educators, counselors and career advisors providing access to instructional and informational resources such as the model program, course outlines, white papers, newsletters, career awareness lesson plans, videos, and how-to guides. The website also informs educators of upcoming professional development workshops/webinars. There is also area for students and parents detailing the occupation of Supply Chain Technician, its skill sets, specialties, and salary ranges. NCSCTE also offers a crosswalk for veterans which align military training with supply chain technology skill sets. The area designated for industry is intended to generate interest to support the work of the Center. Since inception, the NCSCTE website has enjoyed 11,791 unique visitors, 17,226 sessions, and 37,137 total page views. Five percent (5%) of session visits last between 61 seconds and 3 minutes and 13% last more than 3 minutes. The National Center made an intentional decision to offer technical assistance at no cost during the adoption phase instead of establishing a consulting services center to generate revenue. The intent is to eliminate all barriers educational institutions might encounter in becoming a collaborator. This decision has resulted in our acquiring 33 educational collaborators and we continue to add more consulting services and professional development opportunities in the future.

The NCSCTE has published a total of 17 white papers on its website shaping/expanding the supply chain technician dialog nationally.^{vii} They include:

1	The Importance of Supply Chain Technician Certifications to Industry
2	The Importance of Supply Chain Technician Certifications to Technicians
3	Successful Strategies for Implementing an Articulation Program from High Schools to Community/Technical Colleges
4	Senior Technician White Paper
5	Workplace Communication
6	Industry Survey Report
7	Factors Driving the Adoption of Automation in the 21st Century Warehouse
8	Three Facilities That Practice Leading-Edge Supply Chain Technologies
9	Foundational Skills of the Supply Chain Technician
10	Selected Supply Chain Related Certifications
11	How Does Supply Chain Technology Differ from Supply Chain Management?
12	The Robots are Coming: Robotic Material Handling Applications in Distribution & Fulfillment Centers
13	From Cost Center to Growth Center
14	The Technology Supporting the Supply Chain
15	E-Commerce and the E-Tailing Revolution
16	Supplying Workforce Needs
17	Project Based Learning and Universal Design for Learning

Newsletters are disseminated every month to our 1,286 subscribers. NCSCTE has also been published in industry trade publications, including: 1) Guest column for March 2015 issue of Modern Materials Handling Magazine, Certifying Tomorrow's Supply Chain Technicians and 2) Article in September 2015 issue of Modern Materials Handling: California's Neglected Majority, The Case for Skilled Technicians. Additionally, NCSCTE developed 21 case studies related to private and public supply chain technology. Each case study revolved around one of five pedagogically-appropriate themes:

Beyond Our Borders	Gives students a window into the larger impact some U.S. companies are making on the global economy
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What Would YOU Do?	Requires students to consider difficult workplace-based situations and the ethical concerns surrounding decision-making on the job
Thinking Green	Provides insight and examples of ways companies are becoming more environmentally responsible
Leading the Way	Features supply chain industry leaders
Turning a Corner with Technology	Illustrates how companies of all sizes are utilizing technological innovations to create competitive advantage

Intellectual Merit

Through collaboration with its Industry Leadership Team, the NCSCTE has developed industry-driven content for its model program. This type of collaboration between education and industry represents the gold standard of technician education. In sharing the model program with educational collaborators, knowledge of the field is advanced. Through our efforts, industry is learning how to engage with education to ensure that curriculum provides students with the skills that are needed. We educate the public about the occupation of supply chain technician and its opportunities and inform them how to become one. This increases the visibility of supply chain technology as a field of study and practice.

The leadership educational institutions have been carefully selected for their academic strengths and their combined expertise in technician education to maximize the impact to STEM technician curriculum nationwide. The letters of commitment provided by each leadership institution ensure that senior personnel will receive all the support and resources they need to successfully accomplish the work as is detailed in this renewal application.

Broader Impacts of the Proposed Work

Through its implementation of supply chain technology pathways, the NCSCTE is increasing the number of highly-qualified Supply Chain Technicians to meet the growing national need. Industry's involvement in the development of the model program ensures that students at collaborating educational institutions possess the skills and knowledge that industry needs. As industry is ensured a skilled workforce, it can more quickly automate and expand its operations. As more Supply Chain Technicians are hired, the demand for the training increases, and with consistent program enrollment, community colleges are able to commit to permanently offering a supply chain technology program. This makes NCSCT training more available to potential technicians, who naturally seek technical training in a location close to where they reside. This process by which the educational, industrial and human resource infrastructure is developed represents that which ensures long-term sustainability of the supply chain ecosystem. The establishment of this ecosystem as proposed in this application will: 1) increase the number of women and underrepresented minorities in STEM, thus contributing to the development of a diverse, globally competitive STEM workforce; 2) increase the number and quality of partnerships between academia and industry; and 3) improve the strength and quality of the supply chain workforce, enhance supply chain industry performance, make U.S. companies more competitive in the global marketplace and thus produce a significant, enduring impact on the national economy as whole.

Previous ATE Awards

Previous ATE awards to Norco College include the following, whose objectives were all successfully accomplished: 1) *Planning Grant for a National Center of Logistics and Supply Chain Technology* (DUE #0802394, 7/08 – 10/09, \$69,992), whose objectives included the development of a 5-year strategic plan for the Center. 2) *Logistics Technicians: Goods to Go* (DUE #0802358: 7/08 – 6/12, \$806,551), whose objectives included developing the infrastructure needed to offer a logistics technology program. 3) *Close the Gap: Engineering Technology Education and Industry Partnership* (DUE #0501731: 4/05 – 3/09, \$380,967), whose objectives included redesigning engineering/manufacturing technology curriculum to align with industry standards.

Current Award – Co-PI, Dr. Robert Sompolski (In response to Grant Proposal Guide requirements on page II-10), *Using Remote Technology in Real-Time to Enhance Nanotechnology and Training* (DUE #1304016: 7/13 – 6/16, \$820,583). **Intellectual Merit:** Oakton Community College has offered all of the courses that were developed in nanotechnology and is awarding a 31 unit certificate. A total of 64 students have enrolled in the program. **Broader Impacts:** Oakton outreach activities have included faculty and industrial training workshops, high school career exploration days, high school counselor workshops, an annual regional conference for educators and regular general open house evenings for district residents. **Publications:** None. **Evidence of research products:** None. **Relation of the completed work to the proposed work:** None.

Project Summary

Overview. Data collected from the supply chain industry in the project's first five years supports a specific focus in the renewal application targeting technician education with automation and a new name: *National Center for Supply Chain Automation*. The occupation of Supply Chain Automation (SCA) is the next advancement in educating technicians for STEM positions with living wages.

At 11.1 million, the supply chain industry workforce will grow 9.1 percent in the next 10 years, creating a demand for 1,014,000 new jobs across all supply chain-related occupational categories. Research conducted by the National Center for Supply Chain Automation indicates that between 2015 and 2025, the number of Supply Chain Automation Technician jobs in the U.S. will increase by 252,675. With 630,004 replacement jobs also projected, the total number of positions is expected to reach 882,679 in the next 10 years. Norco College, with lead colleges and partners, will target services to the top 19 states of supply chain activity and employment where industry activity, and technician employment, is highly concentrated.

In this renewal, the National Center will **(1)** implement model 2+2 supply chain automation career pathways through high school and community college partnerships, increasing the number of skilled SCA Technicians entering the workforce; **(2)** convene supply chain automation stakeholders via a National Symposium, delivering professional development and establishing a community of practice by engaging ATE Centers and Projects focused on related disciplines; **(3)** increase the number of underrepresented participants entering the field; **(4)** disseminate information and product deliverables for secondary and post-secondary educators through conference presentations and participation in panel discussions, producing and publishing newsletters, videos, white papers, labor market studies and integrating social media channels with digital content; and, **(5)** establish and promote a stackable *national industry certification for Supply Chain Automation Technician*, validated and recognized by industry.

The Center will sustain services long-term by sponsoring fee-based workshops, developing industry certification, and charging for expert consulting services. Extensive evaluation will supply formative and summative evaluation on reaching short-term, mid-term, and long-term outcomes, including measuring the effectiveness of the supply chain industry in the U.S. economy. National dissemination is supported by the re-designed web-site, social media platforms, the Introduction to the Automated Warehouse eText, conference presentations, and publications.

Intellectual Merit. Supply Chain Automation is a new and fast-growing industry in the global market. Neither industry nor post-secondary education institutions have been primed for addressing the needs of this emerging sector, and both have struggled to adequately prepare existing and incoming workforce for the rapidly evolving technologies which drive the industry. Prior to the establishment of the National Center for Supply Chain Automation, both industry and post-secondary education operated within knowledge silos. The National Center has established itself as the formal medium for engaging both parties in a national dialog to ensure educators are preparing students with the rapid growth in this high technology job sector. With its education and industry partners, the National Center has established an industry approved standard of curriculum for Supply Chain Automation (SCA) Technician which includes multiple levels of stackable industry recognized certifications and defined career pathways. The National Center has also served as the primary repository for curriculum design, best practices, and dissemination of results for this immersing industry and job market.

Broader Impacts of the Proposed Work. The most significant impact of the National Center is its current and future capacity to provide education and career pathways to thousands of Americans leading to living wage jobs. Within a six month training period, students enrolled in SCA Technician programs can earn nationally industry approved certifications leading to advanced certification and degree options for further career advancement. Working closely with industry partners and educators, the National Center has designed stackable certifications, all industry recognized, the gold standard in certification. Further, the National Center is focused on supporting the entire continuum and ecosystem of the Supply Chain Automation industry by infusing the educational and student experience with industry participation through industry speakers, facility tours, internships and other related activities, to ensure educational opportunities are inclusive and accurately represent the current and emerging needs of our industry partners and the entire Supply Chain Automation sector.

Objective 1: Implement model 2+2 supply chain automation career pathways through high school and community college partnerships nationally to meet the need for educated technicians.

Objective 1 Activities:

- 1.1 Actively engage educational institutions and facilitate the adoption of model program content to impact a minimum of 5,000 students over the five years of the grant
- 1.1.1 Expand outreach to secondary and post-secondary institutions located in the top 19 states where the concentration of supply chain activity is the greatest
- 1.1.2 Promote large-scale utilization of free, interactive e-textbook for foundational course, Introduction to the Automated Warehouse

Deliverables: Impact 5,000 students over the five years of the grant, increased number of educational collaborators and expanded dissemination of interactive e-text.

Objective 2: Convene supply chain automation stakeholders via a National Symposium event to enhance collaboration and deliver professional development.

Objective 2 Activities:

- 2.1 Establish a National Symposium event for supply chain automation annually beginning in year 2 of the grant
- 2.1.1 Convene stakeholders from education and industry to participate in the Symposium
- 2.2 Establish a community of practice by engaging with ATE Centers and Projects that focus on Mechatronics and Engineering Technology

Deliverables: Produce a National Symposium annually in years 2-5 of the grant. Expand stakeholder engagement. Provide professional development opportunities. Create a community of practice.

Objective 3: Increase the number of individuals from underrepresented groups entering the field of supply chain automation.

Objective 3 Activities:

- 3.1 Work with military branches and veterans' organizations to establish a pipeline of military personnel, training for and entering the supply chain automation workforce
- 3.2 Collaborate with professional organizations whose mission is to increase the number of women in STEM fields to increase the number of women pursuing supply chain automation as a career

Deliverable: Expand collaboration with experts working with military veterans, women in non-traditional occupations and other underserved populations.

Objective 4: Disseminate information and product deliverables to audiences that include secondary and post-secondary educators, industry and current and potential Supply Chain Automation Technicians.

Objective 4 Activities:

- 4.1 Deliver conference presentations and participate in panel discussions about supply chain automation
- 4.2 Produce and publish 10-12 newsletters, videos, white papers, labor market studies, etc. related to supply chain automation each year of the project and disseminate all publications through ATE Central
- 4.3 Integrate social media channels with online digital content

Deliverables: Ensure widespread availability of all resources developed by the National Center for Supply Chain Automation. Disseminate newsletters, videos, white papers, labor market studies,

instructional materials, etc. and submit all publications to ATE Central to make all deliverables available in perpetuity.

Objective 5: Establish and promote stackable national industry certification in Supply Chain Automation.

Objective 5 Activities:

- 5.1 In partnership with the Manufacturing Skill Standards Council, Material Handling Industry Association, and other stakeholders, establish a national industry certification for Supply Chain Automation
- 5.2 Promote widespread adoption of the supply chain automation industry certification

Deliverable: Establish validated and recognized national industry certification for the occupation of Supply Chain Automation Technician.

ISPC TENTATIVE ANNUAL CALENDAR

September 2015

SEPTEMBER

Summary Report of Open Dialogue Session
Accreditation Update
Institution Set Standards Update
Review of Membership
DSPC Update

OCTOBER

Report on Resource Allocation
Annual Progress Report on EMP Goals, Objectives and Dashboard Indicators
Annual Evaluation Report
Committee Report – Legacy/Technology
Accreditation Update
DSPC Update

NOVEMBER

Planning Councils Prioritization of Staffing & Equipment Needs
Annual Grants Status Update
Committee Report – Grants/Safety
Accreditation update
DSPC Update

DECEMBER

ISPC Retreat
Accreditation Update
Committee Report – ASNC/Academic Senate
Accreditation Update
DSPC Update

JANUARY

No Meetings

FEBRUARY

Retreat Report
Accreditation Update
DSPC Update

MARCH

ACCJC Annual Report
FTES Distribution Plan
Committee Report – Legacy/Technology
Accreditation Update
DSPC Update

APRIL

Committee Report – ASNC/Safety
Accreditation Update
DSPC Update

MAY

Budget Update – May Revise
Committee Report – Academic Senate
Accreditation Update
DSPC Update

JUNE

TBD
