Career and Technical Educational Workgroup Plan

Riverside City College

Riverside Community College District

Spring 2016

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Introduction

Career Technical Education is a primary mission of California's community colleges. Riverside City College offers more than 80 certificate and/or degree patterns in 11 different industry sectors, one of the largest selections within the Inland Empire.

According to the State Plan for Career and Technical Education (2008), "CTE programs are dynamic; curricula need to stay current with rapid changes in the workplace, requiring ongoing updates and learning on part of CTE faculty." Furthermore,

> ***CTE — with its focus on rigorous and engaging curricula, supportive relationships, and demonstrated outcomes — has become critical to the preparation of all students for career and academic success, postsecondary education, and adult roles and responsibilities***

As we look toward the future, Career and Technical Education at the college must be responsive to local industry needs, employment trends, and technological changes that exist both at the regional and state level.

Mission

Career and Technical Education empowers students to be successful citizens, skilled professionals and leaders in a global economy.

Vision

CTE is committed to offering rigorous academic and industry specific knowledge and skills to help prepare students for high skill, high wage and/or high demand careers.

Guiding Principles

- *Inclusion*—Provide all students with open access to high quality course offerings and practical experience in career and technical education.

- *Preparation for Success*—Prepare students to master the necessary technical, academic and employability skills to make the transition to employment and/ or transfer to the university.
- *Counseling & Advisement*—Provide clear sequenced pathways for students to follow via the delivery of counseling services.
- *Innovation & Creativity*—Provide students with a hands-on learning environment that fosters creativity and innovation and responds to emerging trends and fields of study.
- *Workforce Readiness*—Offer students opportunities for mentorship, internships, portfolio development and employment via industry partnerships and collaboration.

CTE: A Community of Best Practices

CTE programs serve as a model for other college programs as they support pathway instruction through the delivery of challenging academic and technical curriculum emphasizing real-world application. Moreover, CTE programs provide students with opportunities to acquire the competencies required in today's workplace--such as critical thinking, collaboration, problem solving, innovation, teamwork, and communication—and to learn about different careers by working and visiting workplaces. Clearly, CTE programs are designed not just to teach students a narrow set of skills sufficient for entry-level jobs, but rather to, prepare students for sustainable careers.

The Career & Technical Education division consists of four departments: Applied Technology, Business & Information Systems Technology, Cosmetology, and Early Childhood Education. The departments are comprised of 13 disciplines that offer over 80 degrees and certificates from 11 out of 15 industry sectors in California. Additionally, there are 31 full time faculty and 111 associate faculty members teaching in the programs. We have 22 classified staff and two managers supporting faculty and students in our programs. Currently, the CTE student population of 3,675 represents 19.7% of the total student population (18,606).

Student Retention

"Retention is a deliberate result of faculty and staff connecting with students in ways that create welcoming and supportive environments which fosters their

success" (Madison ATC, 2016). As such, RCC has been working to identify strategies that capture ways to "connect" students to the college more effectively. Overall, the retention rates for Career and Technical Education students over the past five years has averaged 81.7% which is higher than the college average retention rate of 79.1%. While the data supports the notion that CTE faculty are doing a better job of retaining students in their classes, the faculty recognize the need to implement practices that assist students to complete their academic and career goals. Moreover, as research shows that increasing retention rates requires colleges to develop coordinated, highly-structured, and *integrated* plans, faculty and staff also recognize the importance of making retention a college wide effort.

Table 1: Average retention by college division

LOCATION	RIV					
Average Retention Rate						
Average of RETENTION_RATE	**Column L**					
Course	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**Grand Total**
CTE	71.4	69.1	77.8	78.1	76.5	74.5
Counseling and Library Services	85.3	85.5	87.2	92.9	90.7	88.6
Languages, Humanities, and Social Sc	78.8	78.9	80.0	80.5	80.1	79.7
Math, Science, and Kinesiology	76.2	79.8	82.9	83.1	79.7	80.2
Nursing	34.3	60.3	97.3	95.5	97.1	77.6
Performing Arts	80.9	80.6	83.0	83.8	81.8	82.0
Grand Total	**75.2**	**76.7**	**81.5**	**81.9**	**80.5**	**79.1**

Table 2: Average retention rates for CTE departments

LOCATION	RIV					
Division	CTE					
Average Retention Rate						
Average of RETENTION_RATE	**Column L**					
Course	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**Grand Total**
Applied Technology	83.2	81.8	87.2	88.3	88.4	85.7
Business Admin/Info Sys Tech	74.5	73.4	80.4	82.5	81.8	78.5
Cosmetology	84.1	84.0	82.5	79.4	74.9	80.8
Early Childhood Education	79.0	87.4	85.7	87.5	86.0	85.1
Grand Total	**78.4**	**78.1**	**83.3**	**84.7**	**83.9**	**81.7**

Student Success

Student success is defined as a grade of "C" or better in a course. RCC's institutional "Set Standard" for student success at the course level is 66%. This standard, calculated as the course success average minus one-half standard deviation for the years 2010-2011 through 2014-2015, is the baseline level below which the college does not want to fall. The college has been required to report this set standard to both ACCJC and the State as part of the Institutional Effectiveness Partnership Initiative (IEPI). While 66% is the set standard, success

varies widely by course and discipline. Because of this, RCC does not expect each course to reach the 66% success rate, but the college has established the institutional goal that course success increases by 1% each year over the course of the current Strategic Plan. CTE programs have set targets that align with the college-wide goal of a 1% increase each year over the next five years. The table below shows CTE course success rate for the last five years disaggregated by department. As student success is paramount to the strategic goals of the college, discussions at the department level are taking place to identify pedagogical best practices that can help to address the success rates in various CTE disciplines.

Table 3. Average success rate of courses by CTE department

LOCATION	RIV					
Division	CTE					
Average Success Rate						
Average of SUCCESS_RATE	**Column L**					
Course	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**Grand Total**
Applied Technology	71.5	71.3	75.4	76.3	75.4	73.9
Business Admin/Info Sys Tech	53.6	54.8	59.7	61.1	62.5	58.3
Cosmetology	75.6	77.4	76.8	73.0	70.1	74.5
Early Childhood Education	66.3	74.3	73.5	71.8	72.0	71.5
Grand Total	**62.1**	**63.5**	**67.4**	**67.9**	**68.2**	**65.8**

Since "success" for CTE students can be defined in many different ways, the college must redefine student success to ensure that skill attainment is counted. Especially since many students leave our programs prior to completing a certificate because their training has prepared them for a new job and/or a promotion at work. In recognition of this, as part of the Strong Workforce recommendations, the Student Success Scorecard has been revised to include the change in earnings for skills-builders (students who take one or two courses to maintain and add to skill-sets required for ongoing employment and career advancement). According to the state Chancellor's office, the following represents the impact of this change for our college-

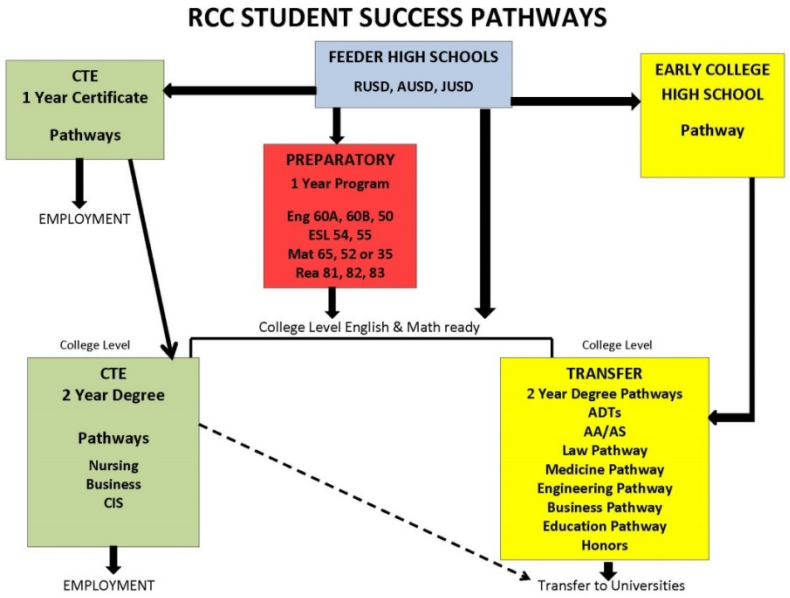
- Skills-builders increased their median wages by 53 %
- 708 students are included in the skills-builder metric at RCC
- These 708 formerly uncounted students are now counted as success for the college

Table 4: Skills Building Data for RCC

	Total N	Median Wages Before Skills Builders	Median Wages After Skills Builder	Percentage Change	Individual Earnings Gain	Percent Individual Gain
Combined for Riverside	708	13,977	21,435	53%	3,590	19

Source: Chancellor's Office Management Information System (MIS) and California Unemployment Insurance Earnigns Data

Alignment of Career & Technical Education Pathways



RCC is committed to a holistic, integrated approach to improving student success that addresses institutional leadership, institutional culture, student engagement, and student learning in order to improve student success systemically, remove institutional barriers to success, close equity gaps, and continuously reassess and reflect on the effectiveness of college strategies. Implementing Pathways—the central initiative for improving student access and success—will require sustained efforts in all these areas.

Career and Technical Education (CTE), the third component of the college's Pathways model, prepares students for jobs in both emerging and traditional industries while meeting the needs of regional economies. The vision over the life

of this Educational Master Plan is to focus efforts in CTE on offering students training and skills that lead to not just entry level but also living wage employment. CTE has particular relevance for adult workers who need to upgrade skills in order to help meet the state's economic potential. The high percentage of small businesses also has implications for how CTE engages its employer communities and suggests the need for employees to develop entrepreneurial and career management skills.

As RCC's goal is to remain responsive to workforce needs, RCC's focus will be on providing career and technical instruction that leads to living wages, not just entry level training. CTE programs will be streamlined to align with the cohort and block scheduling models where this is applicable.

The following areas will be central in RCC's efforts in CTE:

- Integrating contextualized developmental education and soft skills into CTE curriculum/programs to ensure student success and career readiness;
- Making certification and completion—not just degree completion—a priority for the college;
- Prioritizing pathway models that include certificates that are "stackable" and nested within the degree and transfer structure to promote students' continuing educational and career advancement;
- Focusing efforts in the region to develop partnerships that lead to economic and workforce development; and
- Emphasizing job creation, not just job seeking—in other words, preparing students for entrepreneurship so they don't just seek vacancies but are equipped to create their own businesses.

CTE must be increasingly mindful of aligning with and responding to our region's economic landscape. On the basis of regularly updated data from Institutional Effectiveness and an increasingly tighter collaboration with agencies, corporate, K-12, and regional partners, CTE departments across the disciplines will be tasked to review, revise, envision, design, and evaluate existing and new programs. The external scanning of trends and evolution of recruitment needs will be key components in expanding or contracting, adding or discontinuing programs, as well as in equipping the faculty with the new skills they themselves will need to teach and guide students towards their career goals.

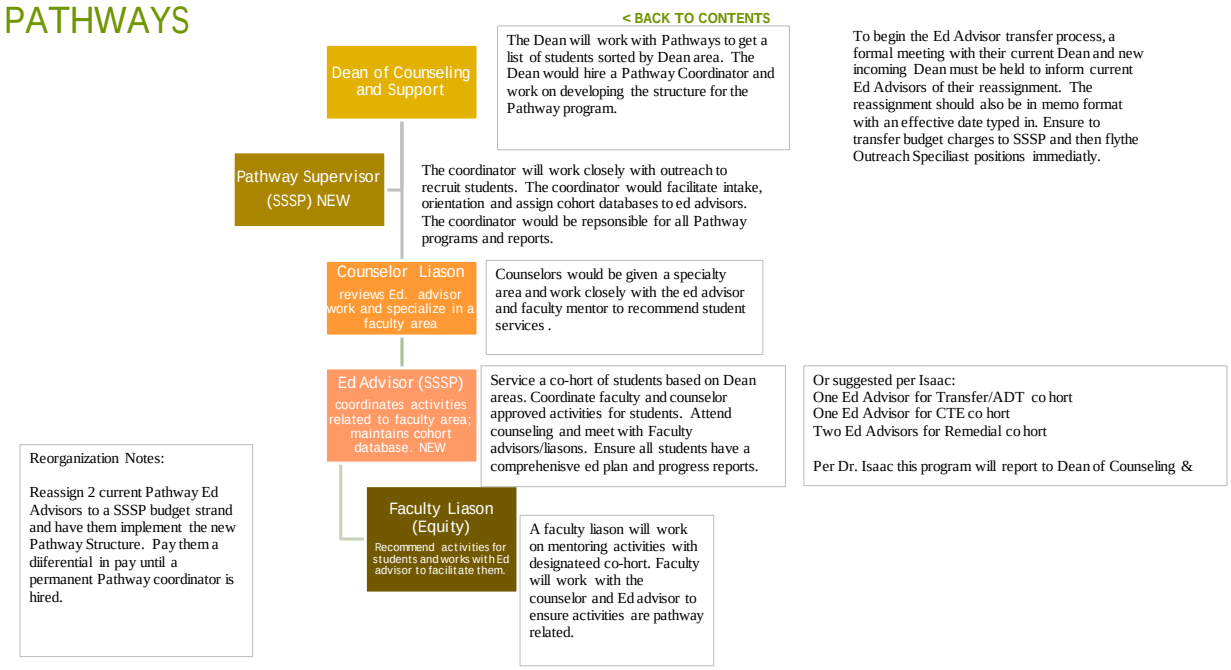
Alignment with Task Force on Workforce, Job Creation and a Strong Economy

According to the California Community College Chancellor's Office, "*Some college* is the New Gateway into the workforce. By 2020, sixty-five percent of job openings in the U.S. will require some post-secondary education or training though not necessarily a four year degree." As one of 113 community colleges in the state, RCC has a strong career technical education mission and is well positioned to close this impending skills gap. The CCC Board of Governors launched a Task Force on Workforce, Job Creation and a Strong Economy to "address the projected shortfall in middle-skill workers." The twenty-five recommendations build upon current college efforts and address barriers to enhancing the capacity of community colleges to prepare students for high wage jobs throughout the state. For this reason, an alignment of CTE college goals with the task force recommendations makes sense.

1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
2. Improve CTE student progress and outcomes.
3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.
4. Create common workforce metrics for all state funded CTE programs and expand the definition of student success to better reflect the wide array of CTE outcomes of community college students.
5. Establish a student identifier for high school students and those enrolled in postsecondary education and training programs to enable California to track workforce progress and outcomes for students across institutions and programs.
6. Improve the quality, accessibility and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.
7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
8. Evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.

9. Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.
10. Facilitate curricular portability across institutions.
11. Develop, identify and disseminate effective CTE practices.
12. Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirement.
13. Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.
14. Consider options for meeting minimum qualifications to better integrate industry professionals who possess significant experience into CTE instructional programs.
15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.
16. Explore solutions to attract industry professionals in high-salaried occupations to become CTE faculty in community college.
17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.
18. Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models.
19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.
20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.
21. Create a sustained, public outreach campaign to industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.
22. Establish a sustained funding source to increase community colleges' capacity to create, adapt, and maintain quality CTE courses and programs that are responsive to regional labor market needs.
23. Create a predictable, targeted, and sustained funding stream that leverages multiple local, state, and federal CTE and workforce funds to support an infrastructure for collaboration at the state, regional and local levels; establish regional funding of program start-up and innovation; and develop other coordination activities.

24. Review, analyze, and modify, as needed, laws and regulations related to student fees for disposable and consumable materials and CTE facilities.
25. Create incentives and streamline processes to maximize public and private investment in support of CTE programs.



Student Support

CTE students need a broader range of support services than traditional, transfer-bound students. Both populations are challenged by the need to identify a viable career path, but a greater percentage of CTE students at RCC are first-generation and are prone to experience major impediments to completing their education. Consequently, a need to raise awareness of and support for career exploration and planning early in their academic trajectory exist.

Academic Support Services

As support services play a critical role in the success of our students, they should be offered during the hours students attend. However, most services are currently available Monday –Thursday from 8:00 am to 5:00 pm and on Fridays from 8:00 am to noon when the majority of our CTE students attend during the evening hours. This lack of access to support services often serves as an impediment to students' success. Moving forward, if our goal is to direct students to a pathway

that helps them successfully complete their academic goals in a timely manner, it is necessary to begin offering support services during hours that serve both the day and evening student populations. These services include

- Counseling
- Library
- Tutoring and Other Academic Support Services
- Health & Psychological Services
- Veterans
- Disability Resource Center

Outreach

Outreach continues to be fundamental for college enrollment growth. Currently, Riverside City College participates in and facilitates a number of partnerships with local area high schools. Specifically, Outreach specialists schedule parent nights at each high school within Riverside Unified School District (RUSD) to review the RCC application and orientation processes as well as to provide an overview of available services for incoming students. As we step up our implementation of college courses within our partner high schools, the need to provide outreach is increasing. In that regard, CTE anticipates working closely with the Outreach Specialists to provide information about CTE programs and walk students through the enrollment steps. We anticipate that the newly hired CTE Educational Advisor will also work closely with the Outreach staff to promote degrees and certificates in various occupational programs. Moreover, we plan on utilizing this position to provide in-reach services to current RCC students in hopes of recruiting students into CTE programs.

In addition to the aforementioned activities, Outreach facilitates the RCC student ambassador programs presently centered mostly in the Welcome Center. Where once there was 24 or more hourly and student staff to assist with Outreach functions (including 10 Student Ambassadors) there are now only 7 Student Ambassadors to serve in multiple events and programs. To better serve all college programs—including CTE—we must return to having Ambassadors do JUST the Pre-enrollment services at the high schools, outreach, and tours at RCC. We recommend the following:

- Hire a Student Ambassador Coordinator

- Fund Training for Pre-enrollment services
- Provide training by a Counselor—A Student Ambassador cannot tell students what classes to take (this is the role of the counseling faculty);, they need tools to assist students on deciding their Pathway/goal
- Provide training on public speaking for student ambassadors
- Create a Peer Mentoring Leadership Squad

Employment Placement Services

As employment is the end goal for students enrolled in a CTE program, it is essential to offer services that help students find work. The CTE Employment Placement Coordinator assists CTE students in finding employment and/or internship opportunities based on their chosen field of study, interests and goals. Students are also given one on one resume writing assistance, interviewing techniques and tips, and referrals to resources in the community.

Veterans Services

Services for Veteran students continue to be a priority at the college. Admissions, Counseling and CTE staff partner together in reaching out to community veteran groups via the annual "Veterans Services Expo" which highlights community organizations and social service agencies with a veteran focus such as the Riverside County VA, The EDD and The Corona Vets Center. Current work is being done to create a veteran to business pipeline that matches many Inland Southern California businesses with veterans and taps into innate qualities veterans possess. Additionally, the Counseling department and the Student Veterans Association are also involved with the "A Salute to Veterans" parade, which engages community veterans and occurs annually, in the month of April.

Integrated Academic Support

Institutional effectiveness practices must be applied to student support areas of the college to ensure that instruction and services are offered in a way that encourages progression through pathways. Targeted support offered by student activities, tutorial services, learning centers, and the library are ideally poised to assist, motivate, and engage students. Student support services promote success and completion best when they are targeted, inescapable, and embedded at the point of anticipated need. Library, counseling, and academic support should be designed as

components that students are expected to use rather than optional resources used at the students' discretion.

Counseling

Riverside City College offers a comprehensive range of Counseling Services fostering a holistic approach that supports CTE student success. As student advocates and consultants to the college community, CTE is committed to fostering a professional environment that stimulates learning, respects diversity and promotes the development and success of students in accordance with the student success pathways. CTE Counseling Liaisons, in their specialized areas, are committed to:

- Providing counseling services and career exploration guidance in accordance with the highest ethical and professional standards in the field
- Promoting the academic, social, and emotional success of students
- Empowering students to realize their potential to affect positive change as citizens of local and world communities as well as the regional workforce
- Assisting students in becoming healthy, informed, aware and committed citizen-scholars

Counseling provides integrated and comprehensive Student Educational Plans (SEP's) and support services to assist CTE students in achieving their goals. Among these services/interventions are

- The "Mega Mixer" which provides late-night support for CTE students in the Technology building
- Evening appointments
- Specialized Counselor Liaisons assigned to various CTE areas

Counseling is working with Educational Advisors to develop workshops for students who still have questions after they have gone through the AOC program. Through the hiring of a dedicated CTE Ed Advisor, we are going to provide additional information to help students navigate the college registration, programs, and services, as well as the CTE pathways system. Additionally, the division of Library, Counseling, and Academic Support is also looking into providing orientation follow-up and expansion workshops for students unable to attend events like Welcome Day. In that respect, we will be looking into adding four

hours of counseling by two counselors two evenings and one Saturday morning so that our evening and working students equitably receive comparable services.

Likewise, throughout the year, counselors and educational advisors will work with the input of faculty advisors to conceive an orientation module specific to each pathways. This will scaffold another level of orientation to ensure students are fully informed of the benefits as well as the requirements of following an identified pathway. To facilitate this work and respond to the increasing demands in services resulting from the State's mandate and the Pathway restructuring, Counseling is counting on this year's SSSP grant to add two additional full time counselors as well as planning on 4,650 hours in additional counseling work if immediate hiring is not feasible. It is the hope of CTE faculty that one of these positions will be designated for Career and Technical Education programs.

Faculty Advising

Student Services and Instructional Services have outlined responsibilities of counselors, faculty advisors, and educational advisors so that all parties can work together to provide students with meaningful and planned contacts throughout their academic career at RCC. Full institutionalization of the faculty advisor program is an important component of improving student faculty interaction. Research demonstrates that faculty and student interaction has a positive correlation with increased completion rates as well as grade point average. The more robust institutionalizing of a faculty advisor program will provide a formalized structure to foster faculty and student engagement and will provide another component in the integrated advising model.

Library Services-

The library provides print and online collections to support coursework across the Career and Technical Education spectrum. Current CTE online databases include: *Business Source Premier, Criminal Justice Abstracts with Full Text, LexisNexis Academic, ProQuest Nursing & Allied Health Source,* and *Vocational & Career Collection*. Researchers finding some of the same content on the web could pay as much as $34.00 per article, but enrolled RCC students are licensed to use these databases for FREE.

In addition, the library offers a variety of study environments for individuals and groups. Students have ample access to computing technology and educational equipment, including: 419 computer workstations, 43 laptops, 2 media production workstations, 4 black and white/color printers, 5 pay per-per-use photocopiers, 4 scanners, a mobile device charging station, a pay-per-use FAX machine, and an office supplies vending machine. Faculty librarians are on duty to help with research assignments and staff is available for basic computer support.

Library hours of operation vary by academic term. During spring and fall sessions the library is traditionally open: Monday –Thursday, 7:30 a.m. to 7:00 p.m. and Friday 7:30 a.m. to 4:00 p.m. Extended hours are offered at the end of each semester as well as during the summer and winter sessions for finals exams.

We offer the following recommendations in an effort to strengthen library services for CTE students-

- Appoint a Library liaison to each CTE discipline
- Determine which CTE courses have an information literacy or research component and target those courses for either:
    - one-time library instruction at the library or in the classroom
    - an embedded librarian, who works with instructor to determine when information literacy instruction is needed (either handout or short presentation in class)
- Construct LibGuides (online library resource guides) for all CTE departments that can be linked to on the CTE website or courses in blackboard
- Create Makerspace that provides resources for experimentation, prototyping, and creative collaboration (expand creative media center in the library); invite CTE faculty to provide workshops that are tied to their disciplines to engage current and potential students

Supplemental Instruction

The mission of the Supplemental Instruction (SI) Program is to increase student retention and success in historically difficult basic skills, gateway, and CTE courses by providing peer-led collaborative learning techniques that improve understanding of course content, foster critical thinking, and strengthen positive study habits. Currently, via Perkins and Basic Skills Instruction funding, SI Leaders support CTE students in several CTE programs. However, funding for SI has been impacted by the budget crisis and by the lack of dedicated funds. Funding

is contingent upon approval each semester, and this has led to delayed pay for students employed as SI Leaders and a general inability to plan effectively. Due to the sustained success of the SI model, in spite of difficulties, CTE faculty advise that the college dedicate a stable budget to Supplemental Instruction that would allow for, among other things, the hiring of a full-time clerical support position to help the SI Coordinator maintain and grow the program in an efficient manner.

Student Engagement via lab instruction

Anecdotal department information combined with high success and retention rates indicate that many CCSSE benchmarks are being met in programs such as Applied Digital Media. In particular ADM courses are designed to create multiple opportunities for active and collaborative learning due to the nature of the hands on training environment. This production lab setting supports many different learners. Also, because this is a career training program there are multiple opportunities for student-faculty interaction in every course. CTE faculty provide students with ongoing academic advisement and career counseling as they prepare to graduate and enter the workforce.

As many CTE classes consist of both a lecture and lab component, students are in class longer than other students at the college. For example, Applied Digital Media courses are typically 3 hours long. This includes lecture and lab hours. “Lab” is actually a misnomer based on the definition that is used by academic departments. ADM labs, similar to other CTE disciplines, are production laboratories where faculty and students work together, side by side in an apprenticeship. These production labs are required so that students can master technology, complete group and independent projects, craft career portfolios and complete assignments all with the close support and supervision of their instructor. It is not possible for students to succeed in this environment without close interaction with faculty. This is a very different environment from typical academic labs and cannot be left to lab aids.

Community Engagement

As one of the college goals, Community Engagement leads to developing partnerships with the feeder school districts to create more seamless educational pathways for students in general and to increase the collaboration between high

school and college counselors in a number of ways. RCC's interactions with feeder high schools are multiple and well established. To help the college reach identified goals for access, retention, success, and equity, the college will continue to collaborate with its K-12 partners to provide a seamless transition to the college by:

1. Increasing regular communication and collaboration with the high schools in the RCC service area through reciprocal exchanges, such as the "Route to RCC" day, the Non-Traditional Employment for Women (N.E.W) event, and the breakfast between counselors and faculty to ensure more high school students are accurately informed of the college's CTE programs and to ensure that curriculum is better aligned;

2. Developing and institutionalizing pre-enrollment orientations for CTE students that involve not only RCC's diverse students but also faculty so that students identify clear educational goals early on, develop a student educational plan, and more clearly understand college culture and expectations;

3. Expanding faculty advising programs and creating peer mentor programs to augment work done by counselors and educational advisors and to enhance student engagement and success;

4. Expanding the early college model to all the college's feeder high schools in various CTE disciplines;

5. Initiating joint projects between RCC CTE students and high school students participating in Career Advancement academies to help promote a college going culture in the local communities we serve.

Furthermore, RCC and two of our feeder districts, Riverside and Jurupa Unified School Districts have signed a partnership agreement which establishes middle college programs in CTE throughout our service area. We anticipate a similar partnership agreement with Alvord Unified School District in the near future.

Reporting Metrics

Student & Program Learning Outcomes

Assessment is being done both at the Program-level and course level. Program Learning Outcomes (PLOs) are defined by faculty and reflect the skills and

knowledge a student will gain through the sequenced curriculum. Often, PLOs are informed by a licensure or certification exam. The program assessment process is designed to align course-level SLOs and curriculum requirements with PLOs. PLO assessment results inform conversations and decision at the discipline, department, and College level and while PLO's are the same throughout the district, CTE programs are required to measure and evaluate their effectiveness. For this reason, work is being done to ensure that PLO's are assessed on a regular basis.

CTE disciplines are leading the way in course level assessment at the college. Course-level assessment measures student learning for a particular course. Each SLO must be assessed at least once during each Program Review cycle. It is important to emphasize that course-level assessment is a measure of what students have learned in the course regardless of who was teaching it. Assessment results are used by CTE faculty in the discipline to inform activities, to review and improve CORs, and to implement changes to instruction to improve student learning. Examples of indirect methods of assessment include:

- Anecdotal data
- Focus group
- Interview
- Student-reported survey

Although CTE disciplines are doing a notable job of conducting ongoing assessment at the course level using direct methods, the faculty recognize that they must begin to use direct methods of assessment for PLOs which include:

- External Licensure Exams
- Culminating project / Capstone
- Exam
- Homework assignment
- In-class preparation
- Portfolio

FTES

Course offerings

CTE courses are scheduled in a manner that serves both day and evening students. While the total FTES changes each year (See Table 4), the class schedule needs to reflect a variety of options informed by labor market information and local industry needs. More importantly, as "community colleges are not only vital in the

national agenda for college completion, they also are playing an increasingly central role in the educational attainment and life chances of individuals because college credentials are critical to success and resilience in the workforce. In fact, compared to jobs requiring no college experience, jobs requiring at least an associate degree are projected to grow twice as fast in the coming years (National Center for Public Policy and Higher Education, 2011).

Table 5: Percentage of FTES by Course Type

	2010-2011	2011-2012	2012-2013	2013-2014
Transfer	55.7%	56.3%	56.0%	56.4%
Transfer & CTE	18.6%	18.9%	18.9%	19.1%
CTE	9.7%	9.5%	10.0%	8.8%
Basic Skills	6.3%	7.8%	7.2%	7.5%
Other	9.6%	7.5%	7.9%	8.1%

Completion

Degrees Awarded

Despite decreased enrollment, the number of degrees and certificates awarded by the College remain consistent. Riverside Community College District did not split into three separate colleges until fall 2010. Thus, the higher 2009-2010 numbers may partially be accounted for because of the difficulty in assigning a "primary" campus for that year. As completion is now the basis on which funding will be allocated at the state level, it will be imperative for RCC to implement better tracking mechanisms for certificate and program achievement.

Table 6: Degrees awarded at RCC 2010-14

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Associate of Science (A.S.) degree	880	685	733	622	650
Associate of Arts (A.A.) degree	895	759	947	914	908
Certificate requiring 30 to < 60 semester units	278	334	386	334	299
Certificate requiring 18 to < 30 semester units	237	144	163	143	136
Certificate requiring 6 to < 18 semester units	929	353	657	466	426
Other Credit Award, < 6 semester units	71	8	7	1	0
Total	**3,290**	**2,283**	**2,893**	**2,480**	**2,419**

As the College progresses in setting goals and objectives for this next planning cycle, RCC will continue to monitor these indicators in addition to the indicators which are being added in order to continue improving service to students and the community. CTE has set a target increase of 5% over the next five years, at a rate of 1% increase per year. Specifically, each department has identified strategies to address completion, success, retention and persistence.

Resource Needs

Budget & Funding

Although we realize that our Career and Technical Educational programs within the college are among the most expensive to maintain, we also recognize the tremendous benefit we provide to the community. We provide the skills required to prepare our students for immediate employment in high demand and high paying careers within the region.

The Career and Technical Education Division will continue to seek out and secure alternate means of funding needed to support the highest standards of education. In addition we will work with and lobby the College administration as well as the Budget Committee to review and upgrade available funding within the College District to ensure the continued highest standards of education and training in the event that there are changes to availability or eligibility to sustain these programs through outside funding.

Facilities & Equipment

With a commitment to continue our high standards of education and training for our students relevant to current and changing technology, we realize that there must be changes and additions to the programs in the future to allow for expansion to keep up with changes and advancements within these programs.

The Career and Technical Education Committee will continue to work with the administration to find ways to expand our programs to keep up with changes within the various industries we support within our community. Realizing that this commitment to keep up with current technology, we understand that we must find ways and funding to secure not only the equipment needed to stay current with

changes in technology- but also the additional space needed to expand our programs.

There is also a current need to upgrade some existing areas and classrooms to allow for a modern and comfortable learning environment for our students and to allow for changes in the type of equipment already in use within our some of our laboratory areas. Realizing that the current budget for Career and Technical Education does not include funding for these upgrades, we will work with the administration to find the funding necessary to bring these areas up to and maintain them to industry standards as well as the high standards of Riverside City College.

Faculty & Staff-

Faculty and staff are the most valuable resource at RCC that ensure instructional excellence and student success. Their primary role is the delivery of instruction in CTE programs. Requests for staff and faculty are made via the Comprehensive Program Review process. Each CTE discipline is tasked with the identification of human resource needs in support of their program. Labor market trends and emerging fields inform program planning and guide certificate and degree offerings.

As faculty hiring is a key investment on the part of the institution, we "must focus on hiring and developing faculty members who enjoy working with students even more than they enjoy their discipline, who are convinced that students are capable of learning, and who have the skills to engage students actively in the learning process" (Center for Community College Student Engagement, 2010).

Professional Development

Professional development training for all employees is the continuous improvement of skills and knowledge which relate to every employee's job responsibilities, profession, and/or work environment in ways that fulfill the mission, vision, values, and goals of the institution. It plays a vital role in maintaining trained, knowledgeable, and motivated employees working at the college. Moreover, professional development emphasizes the facilitation of professional growth related to improvement of teaching effectiveness, student learning outcomes assessment techniques, the acquisition and enhancement of

classroom skills, technologies, and knowledge as well as content-specific knowledge that may be discipline-based. As new technologies emerge and changes in industry occur, CTE faculty will need to obtain training to remain current in their field. Moreover, since professional development activities for CTE faculty are currently funded primarily by Perkins funding as well as other grant monies, funding from the institution is core to ensuring teaching excellence in the technical fields.

Summary

CTE programs at RCC are both a pathway toward higher learning and a gateway for career success. Aligned with both the state and district missions, CTE at RCC offers students a wide range of courses, training, services, and support to prepare them both for degrees and vocations. Clearly, these offerings have already proven successful, but strategic increases in funding and staffing, deliberate collaboration with academic and student support services, and continued engagement with local schools, businesses, and industry leaders could open the doors to even greater success for the students, the division, the college, and the district.

Recommendations

The workgroup offers the following recommendations:

- Align CTE college goals with the task force recommendations
- Hire a CTE counselor
- Include the change in earnings for "skills-builders" in the completion and success data for CTE students
- Implement an effective tracking system to capture student completion
- Fund Training for Pre-enrollment services for CTE Academic Support Staff
- Appoint a Library liaison to each CTE discipline
- Create a *Makerspace* that provides resources for experimentation, prototyping, and creative collaboration
- Allocate funding for professional development activities for CTE faculty and staff
- Allocate sufficient resources that allow for growth and emerging industry trends
- Upgrade CTE labs and classrooms to align with industry standards

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