

Riverside City College Academic Senate

Agenda

Monday 5 October 2026 • 3:00 - 5:00 PM

Meeting Location: The RCC Hall of Fame Room

YouTube link for viewing:

<https://www.youtube.com/channel/UC9tCDF4RDXCqzrUS0QfO09A/featured>

- 3:00 I. **Call to Order**
- 3:05 II. **Approval of the Agenda**
- 3:05 III. **Approval of the Minutes** September 21
- 3:10 IV. **Public Comments**
- 3:20 V. **Officer and Liaison Reports**
- A. President
 - B. Vice President
 - C. Secretary Treasurer
 - D. RCCD Faculty Association
 - E. College President or designee
 - F. ASRCC Representative
- 3:45 VI. **Committee or Council Updates and Reports**
- A. N/A
- 3:50 VII. **Ongoing Business**
- A. RCCAS will discuss college accessibility efforts. District DE representative DJ Hawkins or designee will be available to answer questions. (discussion)
 - B. Carla Reible will share the non-credit District Strategic Planning initiative and district survey (information)
 - C. Library representative Sally Ellis will provide guidance regarding accessibility of in-house digitized books. (information)
- 4:20 VIII. **New Business**
- A. Secretary Treasurer Henry will provide information regarding Work Experience handbook update. (information)
 - B. The HVAC program has been selected as the RCC Senate Spotlight for the December BOT meeting.
 - C. Ratification of new and ongoing appointments: President Scullin or designee will present candidates for the following committees or councils (action)
 - a. N/A
- 4:45 IX. **Open Hearing**
- 4:55 X. **Learn, Share, Do**
- 5:00 XI. **Adjourn**

Title 5 §53200 and RCCD Board Policy 2005 Academic Senate "10+1" Purview Areas

1. Curriculum, including establishing prerequisites and placing courses within disciplines* 2. Degree and certificate requirements* 3. Grading policies* 4. Educational program development* 5. Standards or policies regarding student preparation and success* 6. District and college governance structures, as related to faculty roles** 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports** 8. Policies for faculty professional development activities* 9. Processes for program review** 10. Processes for institutional planning and budget development** 11. Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate**

* The RCCD Board of Trustees relies primarily on the recommendations of the Academic Senate

**The RCCD Board of Trustees relies on recommendations that are the result of mutual agreement between the Trustees and the Academic Senate

Consistent with Executive Order N-29-20 and Government Code sections 54953.2, 54954.1, 54954.2, and 54957.5, the Riverside City College Academic Senate will swiftly provide to individuals with disabilities reasonable modification or accommodation including an alternate, accessible version of all meeting materials. To request an accommodation, please contact Office of Diversity, Equity, & Compliance at 951-222-8039.

Riverside City College Academic Senate
September 21, 2026 • 3:00 - 5:00 PM • Hall of Fame

3:00 I. Call to Order at 3:00 pm; quorum met

Roll Call

Academic Senate Officers (Term ending 2029)

President: Patrick Scullin

Vice President: Megan Bottoms

Secretary-Treasurer: Kayla Henry

Department Senators (Term ending 2027)

Applied Technology: Daniel Eini- Not present

Behavioral Science: Eddie Perez – Not present

Business, Law & CIS: Jennifer Corr

Communication Studies: Lucretia Rose

English: Christine Sandoval

History/Philosophy/Humanities/Ethnic Studies: Deborah Brown

Library & Learning Resources: Sally Ellis

Life Sciences: Gregory Russell

Mathematics: Mary Legner

Music: Steve Mahpar

World Languages: Huda Aljord

Associate Faculty Senator(Term ending 2026)

Virginia McKee- Leone

Department Senators (Term ending 2028)

Art: Will Kim

Chemistry: Leo Truttmann

Cosmetology: Rebecca Kessler

Counseling: Sal Soto

Dance and Theatre: Kristin Nemecek

Economics/Geography/Political Science: Sean Pries

Kinesiology: Jim Elton

Nursing Education: Lee Nelson

Physical Science: Aaron Sappenfield-Arrived at 3:02 pm

School of Education & Teacher Preparation: Kayla Henry

Ex-Officio Senators

TLLC: Lashonda Carter- Not present

ASC: Jacquie Lesch

EPOC: Wendy McKeen

GEMQLC: Virginia White

RDASLC: Tucker Amidon

SAS LC: Melissa Harman

Curriculum: Kelly Douglass

Parliamentarian: Sal Soto

RCCD Faculty Association

Araceli Calderon

Administrative Representatives

College President: Eric Bishop

VP Academic Affairs: Lynn Wright

VP Business Services: Elia Blount

VP Planning and Development: Kristi Woods -Not present

VP Student Services: FeRita Carter- Not present

ASRCC Representative

Aleida Hill

Recorder of Minutes

Sydney Minter

Guests

Eniya Farquharson- Viewpoints News Reporter

Rosa R. Frazier- Dance and Riverside Assessment Committee

Micherri Wiggs- Dean LHSS

Shari Yates- Dean CTE

3:05 II. Approval of the Agenda

M/S/C: (Nelson/Aljord) approved by consensus

3:05III.Approval of the Minutes August 31

M/S/C:(Legner/Soto) approved by consensus

3:10 IV. Public Comments

- On Friday, September 11th, an English Faculty member woke up to an announcement on their Canvas Dashboard about NECTIR AI, and they are concerned about who decided to implement this tool, the faculty voices involved, whether they opt out, who is paying for this, and how the money is being allocated for this tool. The faculty member feels that this contradicts the values of our institution and the main tenets of our strategic plan and wants to ensure that shared governance procedures and policies are adhered to, and would like to task Academic Senate with proposing a resolution regarding AI use and procurement that aligns with the values of ASCCC.
- ASRCC has partnered with Inland United Nations, and they will be hosting a judges' forum that comes about every 10 years. The forum is to bring awareness to voting on matters that will be on the ballot this year. The forum is September 21st from 6-8 pm. Dinner will be provided, and it is open to the community.
- ASRCC is also hosting their yearly Lowrider Car Show, so if you know of anyone interested, please have them reach out to ASRCC.
- Christine Sandoval would like an item agendaized and she will reach out to President Scullin with the details.

3:20 V. Committee or Council Updates and Reports

a. Rosa Rodriguez-Frazier of the Riverside Assessment Committee (RCC) will present [2022-2026 ILO Assessment findings](#) (information)

- Since 2022, the Assessment Committee has gone through a few rounds of assessing each of our four institutional learning outcomes (ILO's). In spring of 2026, they finished going through self-development and global awareness.
 - Now that the committee has all of this data, they have found some common themes, and they want to put together a game plan that is on the same wavelength as the strategic plan and contribute to the college in terms of assessment.
- Common Themes
 - Clarifying ILO language- to encompass all disciplines.
 - Intentional Assignment Design
 - Reflection Deepens Learning
 - Building Shared Understanding of Serving Ness- and understanding its relationship to non-academic indicators. The assessment committee is using Gina Garcia's framework as part of their rubric for assessing some of the student artifacts.
 - Helping Students See Purpose
 - Students Learn Everywhere

- In addition to assessing the information from the ILO's, the committee is working on a toolkit to support us all with how to implement these non-academic indicators into our assignment design to make them more thoughtful, so that students can see the purpose in their assignments and have a deeper connection that goes beyond just checking a box, so that they can see the larger context of their lives beyond RCC.
- In common theme 6, Students Learn Everywhere, we noticed that some of the traditional artifacts, like essays, projects, and quizzes, do not show the deeper work that is happening.
- The committee members are team players, and they want to be thoughtful about how to move forward in conjunction with and parallel to the RCC strategic plan.
- Game plan
- Priorities: clarify ILO language specifically for ILOs 2, 3, and 4
- Supporting intentional assignment design with a toolbox that has different examples of how you can create assignments with Gina Garcia's non-academic indicators
- Sharing it with faculty by the end of the spring semester
- Create clarity and a collective understanding of what is serving Ness and what that looks like in our assignments. The assessment committee is teaming up with teaching and learning to get more clarity.

a. Curriculum chair, Kelly Douglass or designee, committee updates (information)

- Thank you to everyone who participated in the cycle of the timeline launching and our review process. The tech review and the District Curriculum Committee are reviewing between 600-650 new proposals over four meetings instead of two. The deadline for relaunching is October 2nd, which is next Friday. If something was missing or we needed you to fix something, faculty should have received an email.
- Senator Douglass, in partnership with DRC and the Dean of Equity and Inclusion, presented during flex week on Universal Design for Learning. Inclusive Curriculum and Title V section 55001 has this new requirement. If you launch something on October 3rd, the day after the October 2nd deadline, you have to fill in the box. This is the box where you are to speak to the equity-minded curriculum parts of your course outline of record and where there is universal design for student learning in your course outline of record. So please spread the word. Resources are available on the district curriculum page under resources, and scroll down to Title V, section 55001 compliance policy.
- We have been having robust conversations about the mandates coming from the state, and we don't want our classes to lose our articulation, so we would like to

write a strongly worded letter on this point. For those going to Plenary in November in San Francisco, if there are resolutions related to curriculum, please reach out to Senator Douglas so that she can provide the language. We need your voice.

a. EPOC chair, Wendy McKeen or designee, committee updates (information)

- On September 16, the first joint leadership council retreat was held. A couple of the goals were to help build community among members, reinforce what leadership council members' roles and responsibilities are, and then the main focus was that each leadership council has been assigned objectives from the strategic plan, and there are nine objectives overall. Each leadership council is also supporting the main work.
- The goal is to come up with three things that they really want us to focus on. We talked about budget and financial accountability, facilities and campus environments, and technology services and innovation. Some movement has already been made on some of the metrics of the strategic plan, such as increasing the number of comprehensive ed plans by 33% in trying to operationalize the strategic plan and get stuff done.

3:35 VI. Officer and Liaison Reports

i. President

- Welcome to our new senators
- President Scullin attended the EPOC retreat, and he thought it was very productive, and he liked the methodology of really trying to attack the problems and come up with practical ways to fix the issues.
- President Scullin also attended the district budget advisory committee on Friday, and they are building a team to help us attend those meetings and make sure that RCC is well represented and the faculty voice is a part of the conversation.
- Conversations are happening with the DE Committee, which is now a standing committee of the Academic Senate, which we can utilize to help us with different issues that arise as we move forward.
- We have a number of building projects happening on campus, and President Scullin is trying to be available for every planning committee meeting, and he encourages others to participate in the conversation.
- IETTC Jurupa Valley- long-term project
- ATEC building – meetings to begin this semester, so if there are faculty who have not been invited to meetings regarding this space, please let us know.

i. Vice President

- We have an event happening on Tuesday, September 22nd for LatineX Heritage Month. The Camino Hacio El Cio event is about how to get the Seal of Excellencia, located in CIS 114 A/B from 11:30 am-1:30 pm.
- At the state level, the nursing department over the last several semesters have been working to pursue a baccalaureate program, which has been halted at the state level due to CSU's and UC's creating a blockade. There has been some progress with SB960/AB2694. The CSU's and UC's have retracted the blockade, and the bill went to Governor Newsom's desk to be signed to allow community colleges the opportunity to start pursuing baccalaureate degrees with a few caveats. Workforce, regional workforces, how many colleges in your district have them, does our nearby campus have them, and so this is something the Academic Senate at the state level is watching.
- At the Federal level, the IRS has a proposed regulation targeting the tax-exempt status of private educational institutions that utilize race- conscious policies or diversity, equity, and inclusion preferences. This tax-exempt status threatens both K-12 and higher education institutions that have race-based preferences in admissions, financial aid, and institutional programming, which could impact things like preferencing in admissions and encourage students to join affinity groups and affinity alumni groups. There is an open comment period for the IRS rulemaking that is open until November 3rd 2026.

i. Secretary Treasurer

- It's the 5th week of the semester; take care of yourself as you can!

i. RCCD Faculty Association

- New contracts were available for faculty to take for themselves and their colleagues.
- There will be a Collective Bargaining Agreement training (2026-2029) on Wednesday, Sept. 23rd from 3 pm-4 pm via Zoom. Another training will be on Friday, Sept. 25th from 10 a.m.- 1 p.m., also via Zoom.
- In regard to accessibility, a mandate needs to come from the district before we can negotiate compensation for the work that has to be done, and the Faculty Association is waiting for that to come in so they can develop a proposal for a demand to bargain.
- In respect to the online certification, some associate faculty completed the Ad1 courses that were not on the approved list from the district. The FA is trying to close the loop regarding the compensation/certification for associate faculty to ensure that they are compensated.
- Araceli and Rhejean facilitated a workshop for tenure-track faculty and first-year tenure-track faculty on the IOI process. Attendance was low, so please encourage your department chairs to give these new tenure-track faculty a nudge to participate in these things. If they have any questions, please have them reach out.

i. College President or designee

- Following up on VP Bottoms comments about the baccalaureate program, the governor vetoed AB2301, which was the BSN bill for the third year in a row and specifically for PSN. The president is working with the state chancellor's office to see what the implementation looks like and try to figure out how to move forward.
- RCC will be a polling place for the upcoming election. We will have a vote-by-mail drop off site beginning October 5th through October 30th from 10 am-3 pm in BE*108 and we will also be a voting center. The voting center will be from October 31st through November 2nd from 9 am-5 pm in the same location. Election Day is November 3rd from 7 a.m.- 8 p.m. at the same location as above.
- We are working to explore the new regulations and requirements for workforce PELL grants from the federal government, which allow students in our certificate programs to receive PELL grants. We are also working to put together a task force workgroup of programs, and there are some strict requirements that the government has put in place in terms of outcomes and job placement.
- President Bishop is exploring with Think Tank Friday, and the next one is coming up the first Friday in October.
- Dr. Bishop, along with Dr. Wright, is working to launch full-time faculty replacement hires sooner rather than later, and he still has the goal of our hires getting to the April board meeting.
- Dr. Bishop had a conversation with our student leadership last week during Club Rush. For those of you that do not know, Turning Point USA was on our campus speaking to students. We are a free speech institution, and as college educators, we have a responsibility to inform our students on how to respond and engage.

i. ASRCC Representative

- ASRCC is still collecting responses for the RTA survey; please encourage your students to complete the survey so that they can get more information about their experiences.
- ASRCC will be hosting Homecoming October 12th -17th. They will also be hosting a pep rally on October 15th from 12: 30 pm to 2 pm in the Quad.
- Halloween Town is Friday, October 23rd from 5 pm to 8 pm. This event is open to students and the community as well.
- The ASRCC team is working on getting students signed up for shared governance at their next meeting.
- ASRCC recently had their fall special election; they should have 8 or 9 incoming senators because they currently have 4. At their next meeting on Tuesday, they will be getting everyone set up for shared governance.

4:05 VII. Ongoing Business

i. VP Wright or designee will provide updates on the accessibility initiative and resources for faculty (information)

- On Friday, faculty should have received an email on accessibility from District Distance Education. They will be hosting one-on-one appointments, drop-in Zoom hours, and on Tuesdays they will have accessibility workshops during college hour with access to the accessibility guide. The DE Team has also shared the five—step accessibility plan for faculty.
- Here at RCC, in addition to what DE is doing, we will start hosting accessibility workshops.
- Dr. Wright is currently working on a flyer to send out, and on October 2nd we will have a basic introductory accessibility workshop from 10 a.m.- 12 p.m. The DE team, as well as some faculty, will be present to help facilitate the session.
- Another DE workshop will be hosted on October 23rd from 10 a.m.- 12 p.m. that focuses on images and video. Professor Sunny Sui, along with Professor Scott Hernandez and the DE Team, will be present to facilitate this workshop.
- November 13th will be the last workshop, and the topics are to be determined.
- Dr. Bishop has arranged for DE to secure 3 professional experts to be on call for RCC only. More details to follow soon.
- Dr. Wright is looking for more faculty champions to assist with workshops and help other faculty. Please be on the lookout for another email coming out soon.

i. RCCAS will discuss ongoing DE faculty certification efforts, @ONE courses, Canvas tools, and collect feedback for the RCC DE committee. (discussion)

- A lot of overlap between initiatives and overlapping interests
- Discussion to be postponed to a later meeting
- The committee meets the 3rd Friday from 10-11, and the meeting location changes.
- If you want to teach online, faculty need to be certified by December 31st.

4:25 VIII. New Business

i. Carla Reible will present the new Non-credit Faculty Coordinator position (information/discussion)

- One of the items brought to Academic Senate last semester was a non-credit faculty coordinator position that was at .2, which was handed off to Dr. Bishop to go to the Faculty Association. The goal is to coordinate our non-credit offerings so that we have more accessibility for our students so that they can access the material.
- Currently, the team is trying to reach out to the other colleges to make sure that the district plan is aligned with what each one of the colleges is actually doing because it is different across all three colleges. In order to do that, the team has put together a college packet of some of the basic information about non-credit courses. All the information gathered will be sent to Dr. Bishop so that he can convene a group to gather some input so that everything is aligned when we write to the district.

i. President Scullin will discuss faculty participation in planning efforts for campus construction projects, including ATEC, ATEC Secondary Effects, and IETTC. (information/discussion)

- Faculty participation in the building and planning process
- Cosmetology building coming soon.
- Space utilization and space optimization meeting with consultants to be determined

i. Ratification of new and ongoing appointments: President Scullin or designee will present candidates for the following committees or councils (action)

1. Madeline Bettencourt – Appointed to Equivalency Committee replacing Sunny Siu

M/S/C: (Kessler/Sandoval) approved by consensus

1. Mark Sellick – Appointed as Senate Representative to District Budget Advisory Council (DBAC)

M/S/C: (Soto/Henry) approved by consensus

4:45 X. Open Hearing

- Request to have items agenzized during open hearing. The request is to agendize the NECTIR AI on the Canvas shell.
- Asian Pacific Islanders had their first meeting last week, and thank you to those that showed up and came out and supported the group. Please reach

out to Will Kim if you have any questions, concerns, or want to offer some support.

- There will be a Cultivate Print exhibition here at RCC in the Quad Gallery on October 1st from 6-8 pm, and it is the first exhibition of the semester by student scholarship recipients of the Los Angeles Printmaking Society.
- Senator Rose wondered why IOI student survey responses are not listed separately by course. Questioned if this is the case for all faculty across the college.
- September is Student Parent Month; thank you to all those that have been advocating and supporting parenting students. There is a workshop on September 23rd from 12 pm-1 pm via Zoom. FLEX credit for the workshop is available.
- Friday, September 25th is California Native American People Day, so please add it to your calendars so that we can show our respect. There is a powwow happening here in the community that is affiliated with Cal State San Bernardino; please share the information if you can.
- Sept. 30th, many educators are going to be wearing orange to support All Children Matter to recognize missing and/or killed indigenous people and children from residential schools and elsewhere.

4:45 XI. Learn, Share, Do

- Remove tax exemption from different colleges and K-12 institutions.
- Do CORS again
- RCC will be an early voting location
- Reminder about the new workshops for the contract
- Oct 2 curriculum relaunch
- Share RTA survey
- Comment to IRS by Nov. 3rd

5:00 XII. Adjourn at 4:49 pm
M/S/C: (Nelson/Bottoms)

DRAFT

10/05/26

Professor Scullin,
Senate President's Report:

Senate colleagues, please excuse my absence. Here is my report:

- Nectir – I am aware of many complaints and questions regarding the implementation of this in canvas plugin. This is also being discussed at the other colleges and DAS. I will continue to look for information I can share with the senate. This tool appears to be part of a statewide agreement with Canvas. It is NOT activated unless a faculty member requests it and faculty are NOT required to use it.
- Accessibility – Please take advantage of the local accessibility training meetings provided by VP Wright's office. Professor Siu and others have put together excellent resources. Please pass the word to your departments.
- Non-Credit – I encourage faculty to learn more about non-credit education. Depending on your program I think it provides an opportunity for enrollment growth while at the same time serving student populations in need. Look for more information coming as the district develops the non-credit strategic plan.

Building Projects:

- Multiple Planning Meetings and Groups for each project this semester.
 - If you need an invitation, please let VP Blount's Office know.
1. IETTC – Faculty Representatives from Automotive, HVAC, Electrical
 - a. Diesel Truck / EV Vehicle
 - b. Electrical / Solar
 - c. HVAC – Commercial Refrigeration
 - d. Health Care / Allied Health
 - e. Student Services
 2. ATEC – Advanced Technology Building
 - a. Automotive
 - b. Auto Body
 - c. HVAC Residential
 - d. Welding
 3. ATEC Secondary Effects – Tech B Demolition and Move
 - a. Applied Digital Media & Printing Services – MLK 1st Floor
 - b. Existing Programs / Relocated to 2nd and 3rd floors
 - i. English, Writing Center
 - ii. Math, LHSS, Multiple Engagement and Resource centers

RCCD NONCREDIT STRATEGIC PLAN DEVELOPMENT

Riverside City College

Prepared by:
RCCD Educational Services

Background

RCCD is currently in the process of developing a new, Noncredit Strategic Plan for implementation from 2027 - 2032. In an effort to gather suggestions, feedback, and additional information from as many stakeholders as possible, the Noncredit Sub-Committee, as part of the District Strategic Planning Council has prepared this packet that includes an environmental scan, information on noncredit programming at each college, as well as an opportunity to provide direct feedback that informs the final District Noncredit Strategic Plans.

To support the development of a noncredit strategic plan informed by the experience of stakeholders at each college, we ask that you review the provided information and respond to a survey link provided at the end of this packet.

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RCCD

RIVERSIDE COMMUNITY COLLEGE DISTRICT



RCCD NONCREDIT STRATEGIC PLAN DEVELOPMENT

Environmental Scan: Stakeholder Brief

Purpose of this brief

This brief distills the most decision-relevant findings from the full RCCD Noncredit and Adult Education Environmental Scan. It gives college stakeholders a common evidence base for discussing enrollment growth, program development, student pathways, workforce alignment, adult learner access, and support for students with disabilities.

CENTRAL MESSAGE

The Inland Empire is growing older and more diverse, many working-age adults remain without a college credential, and the region is seeing rapid growth in students with autism, ADHD, and other support needs. Building on current programs, the colleges can expand access through targeted outreach, flexible program design, intentional noncredit-to-credit pathways, and transition-focused supports.

At a glance

42% Inland Empire population growth 2000-2024	1.9M Adults ages 25-54 without a college degree in the Inland Empire	66.9% Share of Inland Empire population ages 25+ in 2030
32% Noncredit students entering credit coursework within two years (24-25)	9% Percent of Riverside County adults (ages 18-64) with a disability.	+12% The population of Riverside that reports to speak English less than very well.

What stakeholders should keep in view

- Adult learners without a college credential remain the clearest long-term enrollment growth opportunity.
- Economic pressure and workforce change increase the value of short-term, affordable, employment-connected education that stacks into credit pathways.
- A growing disability pipeline creates an immediate need for college transition, self-advocacy, executive functioning, and employment-readiness supports.
- RCCD has a strong foundation: recovered FTES, improving face-to-face success, and a stable noncredit-to-credit transition rate.

A growing adult learner market

The Inland Empire grew 42% between 2000 and 2024, compared with 3% in Los Angeles County, 11% in Orange County, and 17% in San Diego County. From 2025 to 2030, the region is projected to add about 143,000 residents overall but roughly 150,000 residents age 25 and older.

The region is also becoming more diverse. Hispanic residents increased from 46.5% of the Inland Empire population in 2014 to 51.3% in 2024. These trends reinforce the importance of educational models designed around working adults, career changers, parents, stop-outs, and learners returning after time away from school.

Educational attainment creates substantial opportunity

Roughly 24% of Inland Empire adults hold a bachelor's degree or higher, about 13 percentage points below the statewide rate. Among adults ages 25 to 54, 63% do not hold a college degree - approximately 1.9 million potential adult learners across Riverside and San Bernardino counties, including just over 1 million in Riverside County.

The opportunity is especially significant among Hispanic adults: 74% of Hispanic adults ages 25 to 54 in Riverside County lack a college degree, compared with 68% statewide. This supports culturally responsive outreach while recognizing substantial need across other underserved communities.

Economic pressure strengthens the case for accessible pathways

External condition	Strategic relevance
Income	In 2022, Inland Empire per capita income was \$50,407, well below Orange County (\$83,553) and the Bay Area (\$121,369).
Unemployment	In 2023, Riverside and San Bernardino counties posted unemployment rates of 4.7% and 4.6%, higher than Orange and San Diego counties.
Housing	Housing remains less expensive than coastal Southern California, but San Bernardino County's median housing cost more than doubled from 2015 to 2025.
Affordability	California community college tuition remains comparatively low, making noncredit and community college pathways especially important in a high-cost region.

PLANNING IMPLICATION

Noncredit can function as a low-cost re-entry point for adults who need a shorter first step into education - especially when programs are flexible, employment-connected, and clearly linked to certificates, degrees, or advancement opportunities.

2 | WORKFORCE AND POLICY CONTEXT

Workforce demand is changing - not disappearing

Transportation and material-moving occupations are a defining feature of the Inland Empire labor market, accounting for 153 jobs per 1,000 - far above Los Angeles (82) and San Diego (65). This supports continued attention to logistics, supply chain, safety, supervisory, and technical training, while recognizing that future logistics growth may become more geographically dispersed as land-use and regulatory conditions change.

High-growth sectors point to program development opportunities

Area	What the scan suggests
Social Assistance	Projected to grow 31% from 2024 to 2034; includes community and human services and areas such as early childhood education.
Health Care	Among the strongest growth sectors regionally and across Southern California; supports continued health pathway development.
Utilities / Waste Management	Projected growth suggests opportunities in technical, infrastructure, and environmental workforce preparation.
Administrative Support	High projected employment volume creates demand for business, operations, customer service, and digital competencies.
Technology skills	Demand remains strong for digital literacy, software, operating systems, Microsoft applications, and data-related skills even where infrastructure growth is stronger outside the Inland Empire.

Employer demand also emphasizes problem-solving, communication, operations management, leadership, and workplace software. The wage analysis reinforces the value of linking short-term learning to higher-wage pathways: sample occupations range from software development (\$66.57/hour) and registered nursing (\$64.05/hour) to childcare work (\$19.94/hour).

Policy considerations

AB 98 may affect where and how quickly warehousing and logistics facilities expand. Colleges should maintain relevant CTE pathways while planning for changes in the location and mix of logistics employment.

AB 705 and AB 1705 also create a role for noncredit in student success. As traditional below-transfer remediation is reduced, noncredit courses aligned with mathematics, English, study skills, and college readiness may provide foundational support without slowing credit-bearing progress. Such support must remain consistent with statutory limits, including use with eligible special populations or as an optional corequisite to a transfer-level course.

STRATEGIC OPPORTUNITY

Program planning can respond to workforce demand while building stackable on-ramps that help adult learners progress into higher-wage credit certificates and degrees.

A rapidly changing learner population

The updated scan identifies a growing pipeline of students with disabilities moving from K-12 systems into college and workforce pathways. The strongest growth is concentrated in autism, ADHD, and mental health-related categories, creating both an access imperative and a clear program-development opportunity for noncredit.

The Inland Empire K-12 pipeline is expanding

Specific Learning Disability remains the region's largest special education category at roughly 42,000 students. Autism enrollment, however, grew fastest: from 18,018 students in 2022-23 to 27,599 in 2025-26 - an increase of 9,581 students, or 53%. This growth outpaced San Diego County (+32%) and Orange County (+19%). Other Health Impairment also increased, while most other disability categories remained comparatively stable.

RCCD's disability population is also shifting

Primary disability	2016 to 2025 direction	Planning meaning
Autism Spectrum	94 to 299 students (+218%)	Fastest growth; transition and college-success supports are increasingly important.
ADHD	184 to 526 students (+186%)	Greater need for executive functioning, organization, and self-advocacy instruction.
Mental Health Disability	527 to 769 students (+46%)	Reinforces the importance of coordinated academic support and counseling connections.
Learning Disability	653 to 710 students (+9%)	Remains one of the largest categories and a core access population.
Physical / sensory / medical	Most categories declined over the decade	The service mix is changing, but broad accessibility and accommodations remain essential.

The transition from IDEA to ADA is a critical pressure point

In K-12 education, the Individuals with Disabilities Education Act (IDEA) places substantial responsibility on schools to identify needs and provide services. In higher education, the Americans with Disabilities Act (ADA) generally requires students to disclose, request accommodations, and manage more of the process themselves. Noncredit can help bridge this shift through college readiness, campus navigation, self-advocacy, executive functioning, independent living, and employment skills.

Growth is visible across racial and ethnic groups

The scan reports sustained growth in autistic student participation across nearly all racial and ethnic groups. Hispanic students comprised the largest share, while Black and Asian students showed particularly rapid growth after 2021. These patterns reinforce the need for culturally responsive transition and support strategies.

PLANNING IMPLICATION

Expand noncredit transition and college-success pathways in partnership with K-12 districts, regional centers, disability services, families, workforce agencies, and community organizations.

4 | RCCD NONCREDIT: CURRENT POSITION

Recovery has been strong, but growth has begun to level off

Indicator	Current direction
Headcount	Declined sharply during COVID-19, rebounded in 2022-23, then remained relatively stable with a modest decline in 2025-26.
FTEs	Recovered steadily after the pandemic, with year-over-year growth continuing through 2024-25.
Sections	Returned to nearly pre-pandemic levels. RCC offers the largest number; smaller MVC and NC programs show greater year-to-year volatility.
Modality	Online participation has declined since 2022-23 while face-to-face participation has increased, suggesting a stronger return to in-person learning.
Awards	Rose after the pandemic, peaked at 341 in 2023-24, then declined to 218 in 2024-25.
Older adults	Declining award participation among students age 40 and older may be contributing to the recent award decline.

Student success remains a strength

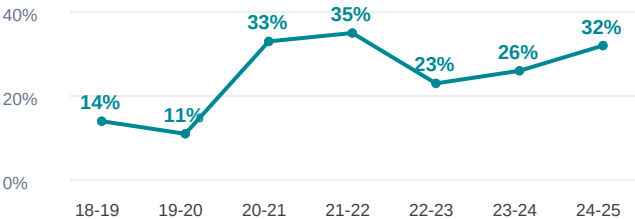
Core noncredit success rates are relatively stable when Senior Citizen Education and ILA courses - where students often enter and exit without a final grade - are excluded. Face-to-face success improved from 62% in 2021-22 to 71% in 2025-26. Online success remained comparatively stable at about 65%. College comparisons should be interpreted carefully because section counts, program mix, and student populations vary considerably.

Noncredit is already functioning as a pathway into credit

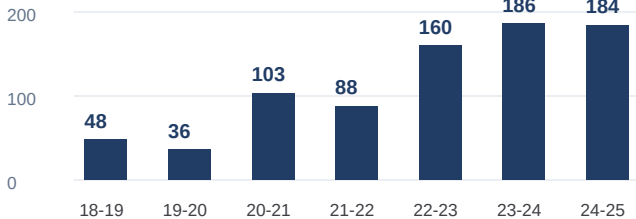
Annual matriculation rates ranged from 11% to 35% in 2018-19 through 2024-25. In 2024-25, 184 of 567 students (32%) enrolled in credit coursework.

Definition: Cohorts begin in each student's first noncredit term of the academic year and include students with no previously earned degree- or certificate-applicable credits. Credit enrollment during or after that term is counted, including same-term enrollment. Excludes noncredit co-requisite and tutoring classes. Data by program.

Noncredit-to-credit matriculation rate



Students matriculating into credit



Noncredit Matriculation '18-19 to '24-25	14% to 35%
Highest subject rates shown	ADJ: 55%; BUS and ENP: 42%; CIS: 37%; ESL: 36%.
Highest subject volumes	ESL: 209 students; Professional Development (PDS): 201; Business (BUS): 114; Computer Information Systems (CIS): 98
Key interpretation	Consider rates and volume together. Student goals, program mix, and enrollment patterns influence transitions.

PRIORITY FOR THE NEXT PHASE

Pair targeted adult learner recruitment with intentional noncredit-to-credit pathways, flexible workforce offerings, reengagement of older learners, and transition-focused programming for students with disabilities.

Excludes ACC-818; ALR-887; AUT-804/805/806; ENG-885; ILA-800; MUS-854; REA-887; ENG-802.

5 | EMERGING DIRECTIONS FOR THE STRATEGIC PLAN

Seven priorities supported by the updated environmental scan

1. Adult learner recruitment Build a coordinated strategy for adults ages 25-54 without a college degree, especially working adults, stop-outs, and career changers.	2. Equity-focused outreach Expand culturally responsive outreach to Hispanic adult learners and other populations with significant attainment gaps through trusted partners.
3. Workforce alignment Prioritize high-growth sectors while monitoring changes in logistics and emerging demand in health care, social assistance, utilities, administrative support, and technology.	4. Noncredit-to-credit pathways Design clearer transitions into credit through aligned curriculum, advising, communication, and student support services.
5. Reengage older adults Use flexible scheduling, targeted marketing, short-term certificates, and employer-connected learning to restore participation.	6. Digital literacy and technology Expand practical digital skills, software proficiency, data and technology literacy, and related pathways that improve employability.
7. Disability transition and college success Develop noncredit pathways in self-advocacy, executive functioning, college readiness, campus navigation, independent living, and employment skills, supported by K-12 and community partnerships.	

After reviewing this data, consider the following questions as you look through the college-specific data:

- Which adult learner populations in each college service area are least connected to current noncredit offerings - and what would make participation more feasible?
- Which existing noncredit programs should be scaled, redesigned, or delivered differently based on enrollment, award, modality, and success trends?
- Where would a noncredit on-ramp or bridge most strengthen entry into a credit CTE, transfer, or degree pathway?
- What scheduling, location, marketing, advising, and support changes would most effectively serve working adults and older learners?
- Where could transition-focused noncredit courses strengthen college access and success for students with disabilities moving from K-12 IDEA systems into ADA-governed higher education?
- Which outcomes should define success beyond headcount - FTES, awards, persistence, credit transition, employment, wage gains, accessibility, or other measures?

FOR DISCUSSION - NOT A FINAL PLAN

The environmental scan identifies a clear direction, but the strategic plan should be shaped by college-level expertise and local context. Stakeholder input is needed to determine which opportunities are most important, feasible, and appropriate for each college and for the district as a whole.

Source: RCCD Environmental Scan - Noncredit and Adult Education 2026.

Noncredit Course Offerings at a Glance

Riverside City College | FY 2023-24 through FY 2025-26

APPLIED TECHNOLOGY

ADM-801 GDPE - Design Process
ADM-802 GDPE - Illustrator
ADM-803 GDPE - Photoshop
ADM-804 GDPE - Printing
AUT-806 ASE Electrical/Electronic A6
BAK-865 Intro to Breads, Rolls, Pastry
BAK-866 Artisanal and Specialty Breads
BAK-867 Viennoiserie
BAK-868 Cookies and Brownies
BAK-869 Custards and Creams
BAK-871 Pies, Tarts and Fillings
BAK-872 Quickbreads, Muffins, Pastries
BAK-873 Cake Assembly Techniques
CUL-828A Culinary Food Preparation I
CUL-850 ServSafe Food Safety
CUL-875 Math for Baking Professionals
CUL-876 Cost Control for Baking
CUL-877 Baker's Percentages
CUL-878 Cost Control for Baking

MATHEMATICS

MAT-801 Algebraic Expressions
MAT-802 Factoring
MAT-803 Equation Solving
MAT-804 Graphing

BUSINESS ADMIN / INFO SYS TECH

ACC-801 Quickbooks for Small Business
ACC-802 Monthly Proc. Using Quickbooks
ACC-803 Year End With Quickbooks
ACC-819 Volunteer Income Tax Asst Trng
ACC-819L Volunteer Income Tax Asst Trng
BUS-814 Bus Skills: Prfsnl Comm Bscs
BUS-815 Bus Skills: Prfsnl Onln Pres
BUS-816 Business Skills: Customer Exp
BUS-817 Business Skills: Prof Self-Mgt
CAT-841 Microsoft Word-Expert Exam Pr
CAT-842 Microsoft Excel Expert Exam Pr
CAT-843 Microsoft Powerpoint Exam
CAT-844 Microsoft Access Core Exam Pre
CIS-825 Introduction to Cybersecurity
CIS-826 Intro to Virtualization
CIS-827 Intro to Protocol Analysis
CIS-830 Intro to Python Programming 1
CIS-831 Intro to Python Programming 2
CIS-832 Intro to Python Programming 3
ENP-801 Facebook for Business

BUSINESS ADMIN / INFO SYS TECH (CONT.)

ENP-802 Pinterest and Instagram
ENP-803 YouTube for Business
ENP-804 Twitter for Business
ENP-805 LinkedIn for Business
PDS-801 Leadership Skills
PDS-802 Supervisory Skills
PDS-803 Increasing Productivity
PDS-804 Motivating Yourself and Others
PDS-806 The Art of Negotiating Collab
PDS-807 Personality and Difficult Rela
PDS-808 Crit Think Prob Solving Dec
PDS-809 Business Writing Tech World
PDS-810 Time Management
PDS-812 Workplace Communication Strat
PDS-813 Best Practices Customer Serv
PDS-814 Closing Techniques Win Sale
PDS-815 Winning Sales Scripts
PDS-816 Personal Finance
PDS-817 Financial Future
PDS-818 The Successful Job Search

COMMUNICATION STUDIES

ILA-800 Supervised Tutoring

COUNSELING

GUI-845 College Readiness

ENGLISH & MEDIA STUDIES

ALR-887 Reading Clinic
ENG-802 Skills and Support for Eng 1A
ENG-885 Writing Clinic
ENGL-802 Skills & Support for Englc1000
ENGL-885 Writing Clinic
ESL-846 Beg American College English
ESL-847 Low-Intrmd Am College English
ESL-848 Intrm American College English
ESL-849 High-Intermed College English
ESL-850 Adv. American College English
ILA-800 Supervised Tutoring

PERFORMING ARTS

MUS-829 Concert Choir Older A
MUS-854 Jazz Ensemble for Older Adult
MUS-855 Concert Band for Older Adults
MUS-868 Symphony Orchestra for Older
THE-805 Theat Practicum Older Adults

NONCREDIT COURSE PERFORMANCE AT A GLANCE

Data for Riverside City College Noncredit Dashboard for FY 23-24 through FY 25-26

Purpose: identify courses that contribute scale, demonstrate strong demand, and/or produce strong student outcomes.

TOP FTES GENERATORS

Noncredit courses that generated the highest per-section FTES overall

1. **ESL-848** Intermediate American College English
FTES 19.96 • Fill 74.1% • Success 72.0%

2. **ESL-846** Beginning American College English
FTES 18.54 • Fill 81.6% • Success 50.7%

3. **MUS-854** Jazz Ensemble for Older Adults
FTES 16.67 • Fill 90.0% • Success 100.0%

4. **ESL-847** Low-Intermediate American College English
FTES 13.50 • Fill 73.4% • Success 68.2%

5. **THE-805** Theatre Practicum for Older Adults
FTES 11.73 • Fill 100.0% • Success 100.0%

6. **MUS-829** Concert Choir for Older Adults
FTES 9.15 • Fill 98.9% • Success 100.0%

HIGHEST FILL RATES

Minimum 30 enrollments

1. **ADM-802** Graphic Design: Illustrator
Fill 112.5% • FTES 3.74 • Success 63.6%

2. **ADM-803** Graphic Design: Photoshop
Fill 109.7% • FTES 3.39 • Success 54.4%

3. **ADM-801** Graphic Design: Design Process
Fill 103.5% • FTES 3.22 • Success 65.1%

4. **ADM-804** Graphic Design: Printing
Fill 99.3% • FTES 2.93 • Success 51.7%

5. **MUS-829** Concert Choir for Older Adults
Fill 98.9% • FTES 9.15 • Success 100.0%

6. **PDS-803** Increasing Productivity
Fill 97.6% • FTES 2.09 • Success 32.2%

HIGHEST SUCCESS RATES

Minimum 30 enrollments; SCE, MUS, THE & Tutoring Excluded

1. **ACC-801** QuickBooks for Small Business
Success 92.6% • FTES 3.53 • Fill 77.6%

2. **ENG-802** Skills and Support for English 1A
Success 89.4% • FTES 2.79 • Fill 65.8%

3. **BUS-816** Business Skills: Customer Experience
Success 89.2% • FTES 0.72 • Fill 61.0%

4. **CIS-825** Introduction to Cybersecurity
Success 88.6% • FTES 1.64 • Fill 69.8%

5. **ENP-805** LinkedIn for Business
Success 86.3% • FTES 0.31 • Fill 58.3%

6. **ENP-804** Twitter for Business
Success 84.3% • FTES 0.32 • Fill 61.9%

STRATEGIC STANDOUTS

Strong success plus scale and/or demand; SCE, MUS, and THE excluded for consistency.

ACC-801 QuickBooks for Small Business
Business Admin/Info Sys Tech

FTES 3.53 FILL 77.6% SUCCESS 92.6%
Scale + Success

CUL-875 Math for Baking Professionals
Applied Technology

FTES 1.17 FILL 84.0% SUCCESS 81.0%
Demand + Success

WHAT STANDS OUT

- ESL-848 (19.96 FTES), ESL-846 (18.54), and MUS-854 (16.67) are the three largest FTES generators. Among the three highest-volume ESL courses (ESL-848, ESL-846, and ESL-847), success ranges from 50.7% to 72.0%, highlighting an improvement opportunity in high-volume ESL.
- The fill-rate leaders are dominated by Graphic Design: ADM-802, ADM-803, ADM-801, and ADM-804 all report fill rates of 99.3% or higher.
- After the stated exclusions, ACC-801 leads success at 92.6%, followed by ENG-802 at 89.4% and BUS-816 at 89.2%. Under the balanced criteria, ACC-801 and CUL-875 are the Strategic Standouts.

NOTES

- Tutoring and support courses have been excluded from all categories.
- SCE (Lifelong Learning) has been excluded from success rate category.

NONCREDIT CERTIFICATES

Overview of Current Noncredit Certificates

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NONCREDIT CERTIFICATES

35 Completion • 8 Competency

BUSINESS & WORKPLACE SKILLS	ENGLISH, COLLEGE & CAREER READINESS	ENTREPRENEURSHIP & LEADERSHIP
• Accounting Basics for Small Business CC8009 · Completion • Business Information Worker Essential Preparation: Workplace Communication CC8029 · Completion • Business Information Worker Essential Preparation: Workplace Decision Making and Time Management CC8030 · Completion • Business Skills - MOSPrep: Microsoft Office Specialist CC8001 · Completion • Business Skills Boot Camp CC8005 · Completion • Customer Relations CC8012 · Completion • Enterprise Communication CC8014 · Completion • Financial Literacy CC8015 · Completion • Sales Technique CC8016 · Completion • Workplace Essentials CC8017 · Completion	• Advanced American College English CC8056 · Competency • Beginning American College English CC8054 · Competency • College Career Readiness and Student Educational Planning CC8020 · Completion • College Student Success CC8021 · Completion • English and Reading Support CC8032 · Competency • Intermediate American College English CC8055 · Completion • Mathematics Readiness CC8052 · Competency • Medical Terminology for English Language Learners CC8057 · Completion • Successful Career Transitions CC8038 · Competency	• Emerging Leaders CC8013 · Completion • Entrepreneurial Essentials Non-Credit CC8035 · Completion • Entrepreneurial Foundations Non-Credit CC8036 · Completion • Entrepreneurship and the Team Non-Credit CC8037 · Completion • GIG: The Solopreneurs Adventure CC8004 · Completion • Global Industry Non-Credit CC8040 · Completion • Remote Work Productivity Essentials CC8041 · Completion • Social Media for Business CC8011 · Completion
AUTOMOTIVE TECHNOLOGY	TECHNOLOGY & DIGITAL SKILLS	BAKING, PASTRY & FOOD SERVICE
• ASE Engine Performance and Electric Specialist CC8022 · Completion • ASE Powertrain Specialist CC8023 · Completion • ASE Undercar Specialist CC8024 · Completion	• Coding Prep CC8010 · Completion • Data Quick Start CC8053 · Completion • Graphic Design and Promotional Printing Entrepreneur CC8042 · Completion • Information Systems: Cyber Skills CC8002 · Completion • Introduction to Python Programming CC8003 · Completion	• Advanced Professional Skills in Baking & Pastry Arts CC8048 · Completion • Food Service Career & Certification Preparation CC8025 · Competency • Intermediate Professional Skills in Baking & Pastry Arts CC8049 · Completion • Introduction to Professional Skills in Baking & Pastry Arts CC8050 · Completion • Math Skills for the Professional Baker CC8026 · Competency • Professional Skills of Baking & Pastry Arts CC8051 · Completion
		EARLY CHILDHOOD EDUCATION
		• Family Childcare Provider CC8033 · Completion

California Community College Program Types

Riverside Community College District (RCCD) — Quick Reference Guide

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Credit (For-Credit)	Types of Noncredit			
<i>Traditional college courses with transferable units</i>	RCCD Noncredit <i>College-delivered, state-funded, no units</i>	Community Education <i>Self-supporting, fee-based enrichment programs, college-branded, structured programs</i>	Not-for-Credit <i>Enrichment courses outside state-funded framework</i>	Adult Education (CAEP) <i>Basic skills & re-entry pathways for adults (K-12/adult schools), not currently offered at RCCD</i>
WHO IT'S FOR Students pursuing degrees, transfers, or career credentials	WHO IT'S FOR Community members; workforce returners; students upskilling, basic skills learners, 10 allowable categories	WHO IT'S FOR General public; hobbyists; professionals; community members	WHO IT'S FOR General public seeking personal growth or skill building outside college pathways, contract education	WHO IT'S FOR Adults 18+ foundational skills/re-entry 7 allowable instructional areas Student Services: transition from adult school to college
COST TO STUDENT \$46/unit enrollment fee (waivers available)	COST TO STUDENT Free (no enrollment fee)	COST TO STUDENT Fee-based; set by the college to cover costs, financially self-sustaining	COST TO STUDENT Fee-based; priced to cover program costs, financially self-sustaining	COST TO STUDENT Free (no enrollment fee) May include materials fee
TRANSCRIPT / UNITS Full college transcript; transferable units; AA/AS/ADT/certificates	TRANSCRIPT / UNITS On college noncredit transcript; no transferable units; noncredit certificates	TRANSCRIPT / UNITS No college transcript; completion certificates only	TRANSCRIPT / UNITS No college transcript; no units; participation certificates only	TRANSCRIPT / UNITS No college units; completion certificates only
EXAMPLES Transfer courses, CTE programs, associate degrees	EXAMPLES 10 categories: ESL, immigrant ed, basic skills, health and safety, disabilities, parenting, . . .	EXAMPLES Cooking, photography, fitness, professional development, kids camp	EXAMPLES Personal enrichment, test prep, non-workforce skills workshops, skills required by an employer (contract ed)	EXAMPLES 5 areas: ESL, immigrant ed, basic skills, substantial disabilities, vocational, and workforce prep.
RCCD HOME RCC, MVC, Norco--core academic programs	RCCD HOME RCC, MVC, Norco--counts toward FTES targets	RCCD HOME RCCD Office of Adult Education	RCCD HOME Distinct from community education; no apportionment impact, Contract Education overseen by RCCD Economic Development	Adult Schools RCC, MVC, Norco--counts toward FTES targets at adult ed. transition programs /partnerships, RCCD Office of Adult Education leads consortium participation; community partners
FUNDING SOURCE State apportionment (primary FTES driver); highest rate w/ success metrics	FUNDING SOURCE State apportionment (FTES)	FUNDING SOURCE Self-supporting; NOT state-funded; no FTES generated	FUNDING SOURCE Self-supporting; NOT state-funded; no FTES generated	FUNDING SOURCE CAEP state allocation; not apportionment-driven.

Credit vs. Noncredit at Riverside Community College District

Riverside Community College District (RCCD) — Quick Reference Guide

Credit (For-Credit) <i>Traditional college courses with transferable units</i>	Noncredit at RCCD <i>College-delivered, state-funded, no units</i>
FUNDING RATE Per-FTES Base Rate: \$5,416.20 performance metrics influence rate	FUNDING RATE <u>Basic Noncredit</u> Per-FTES Base Rate: \$4,567.26 CDCP Noncredit Per-FTES Base Rate: \$7,595.29 (Enhanced credit rate Does not qualify for supplemental or success point bonuses)
INSTRUCTOR QUALIFICATIONS Meet Chancellor's Office minimum qualification for Discipline	INSTRUCTOR QUALIFICATIONS Regulated by Title 5: CA Code of Regs 53412 . Generally, BA/BS for basic skills and CTE noncredit. Specialized rules apply based on area of noncredit (i.e., senior citizen classes) Mirrored classes must meet Chancellor's Office minimum qualification for Discipline (Same as credit)
INSTRUCTOR PAY Based on RCCD Salary Schedule	INSTRUCTOR PAY Mirrored Noncredit Laboratory, Activity, and Performance Classes 18 hrs (contact hour) = 0.0500 FTE Noncredit (non-mirrored) Lecture and Theory Classes 18 hrs. (contact hour) = 0.0400 Noncredit (non-mirrored) Laboratory Classes 18 contact hours = 0.0300 FTE Note: STRS Service Credit load is calculated at 60% (credit is divided by 525 hours/year noncredit is divided by 875/year) creating a 40% lower rate for noncredit. Mirrored noncredit is report as credit.
ATTENDANCE ACCOUNTING METHOD Census/SAAM	ATTENDANCE ACCOUNTING METHOD Positive Attendance/Alternative Attendance
ENROLLMENT Managed enrollment	ENROLLMENT Managed enrollment or Open-entry/open-exit enrollment depending on COR
RIGOR OF COURSES Academic college/CTE courses	RIGOR OF COURSES Academic/CTE college or skill building courses Mirrored noncredit courses will have the same content and expectations as credit courses.
COURSE APPROVAL PROCESS Curriculum Committee process as detailed in the PACH	COURSE APPROVAL PROCESS Curriculum Committee process as detailed in the PACH (Same as credit courses)
SCHEDULING CONSIDERATIONS Deans, Department Chairs and Disciplines coordinate to offer courses	SCHEDULING CONSIDERATIONS Deans, Department Chairs and Disciplines coordinate to offer courses Enrollment in mirrored courses must be monitored and adjusted Coordination may include multiple disciplines or external entities and off grid scheduling or off-site courses
STUDENT SUPPORT SERVICES Student Services Fee included automatically allowing students full access to support services	STUDENT SUPPORT SERVICES Students do not pay a student services fee or transportation, so they are excluded from services covered by those fees. The student services fee covers student government scholarships and activities, emergency student loans...
GRADE ASSIGNMENT Based on COR Designation: Letter Grade (A, B, . . .) or Pass/No Pass	GRADE ASSIGNMENT Based on COR designation: Noncredit Letter Grade (NA, NB, . . .) Pass/No Pass (P/NP) Satisfactory Progress (SP) Ungraded (UG)

Types of Noncredit

Riverside Community College District (RCCD) — Quick Reference Guide

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General Noncredit

Ed Code section 84757 and defined in Title 5 section 55151

Programs Eligible to Offer Noncredit

Currently Offered at RCCD | Offered at RCCD Community Education | Offered by RUSD Adult Education

1. **Short-term Vocational Programs**: Designed for high employment potential that lead to a career-technical objective, or a certificate or award directly related to employment. (CTE)
2. **Workforce Preparation**: Skills that prepare students for job readiness.
3. **English as a Second Language (ESL)**: Beginning to advanced English classes for academic, career technical, and personal goals.
4. **Immigrant Education**: Citizenship, ESL, and workforce preparation courses in the basic skills to support the Immigrant Workforce Preparation Act
5. **Elementary and Secondary Basic Skills**: Reading, writing, and math to help you prepare for college-level work.
6. **Parenting**: Education in parenting, child development, and family relations in order to enhance the quality of home, family, career, and community life.
7. **Programs for Older Adults**: Health, fitness, and personal enrichment classes designed for seniors.
8. **Substantial Disabilities**: Provide life-skill proficiencies essential to the fulfillment of academic, career technical, and personal goals.
9. **Home Economics**: Skills in nutrition, consumer education, and family management including culinary arts, hospitality, nutrition and food, life management and more.
10. **Health and Safety**: Lifelong education to promote health, safety, and the well-being of individuals, families, and communities and to network with other public welfare and health organizations.

CAPE Eligible programs overlap noncredit areas. Underlined are CAPE eligible.

Career Development and College Preparation (CDCP) Noncredit

Programs Eligible for CDCP

1. **Short-term Vocational Programs** (including apprenticeship programs)
2. **Workforce Preparation**
3. **English as a Second Language (ESL).**
4. **Elementary and Secondary Basic Skills** (supplemental learning linked to a primary credit course and tutoring)

CDCP courses do the following:

- Prepare students for employment or successful college level-credit coursework.
- Cumulate in certificate or diploma (2+courses/no min. hours):
 - **Certificate of Competency**: Basic skills area, ESL
 - **Certificate of Completion**: Career preparation areas
 - Adult High School Diploma

Mirrored Noncredit

- Same teacher/content as credit
- Creates low-stakes/cost entry point or skills repetition
- Scheduled with a separate section code in conjunction w/credit class
- Disciplines/departments choose how many “seats” to allocate

RCCD NONCREDIT & ADULT EDUCATION

Noncredit FAQs

What are the benefits of noncredit for students?

Free noncredit courses let students try college before entering a credit pathway. They can support students who are unsure they will succeed in credit courses or face residency restrictions.

What are mirrored noncredit courses?

Mirrored courses share the credit course's outline of record, with hours instead of units. They are cross-listed, taught in the same classroom, and require the same work. Faculty choose whether to mirror a course and may select unlimited repeatability when developing it.

Can students earn credit for a mirrored noncredit course?

Yes, through a faculty-determined assessment. RCCD Policy No. 2235, referencing BP 2235 and Title 5 section 55050, includes noncredit or professional development learning among the bases for credit for prior learning (CPL). This information appears in all three college catalogs.

When should a mirrored course be considered?

Consider introductory courses within a larger credit certificate that prepare students for entry-level work. Mirroring and bundling them into a noncredit certificate can support employment goals. CPL could be utilized to develop clear noncredit to credit pathways.

What are the minimum qualifications to teach noncredit?

Qualifications depend on the discipline and may match those for credit courses. Professional Development Studies (PDS) is RCCD's only exclusively noncredit discipline. Its Workforce Preparation courses address varied educational and career goals through topics such as time management, workplace communication, and critical thinking.

Are textbooks required?

No, although a course may require one. Many faculty use open educational resources or free instructor-created materials to reduce costs. Short courses and off-site locations can make obtaining books in time difficult, and students without financial aid must pay out of pocket.

Do noncredit courses appear on transcripts?

No. RCCD retains course information in its enterprise resource planning (ERP) system, but noncredit courses do not appear on student transcripts. Students receive certificates when they successfully complete a noncredit certificate program.

Why use letter grades instead of pass/fail?

Either system may be used. Letter grades may support future CPL pathways by giving faculty another measure when considering credit for completed noncredit learning. They also provide a comparable grading experience in mirrored credit and noncredit sections.

Are noncredit courses repeatable?

Most may be repeated as often as students wish unless otherwise stated. Repeating a course can help students strengthen skills, persist, and build confidence before entering a credit pathway.

Who develops curriculum and how is it approved?

Noncredit follows the same curriculum development and approval process as credit.

How long are courses and certificates?

There is no minimum or maximum number of hours for noncredit courses and certificates.

Do noncredit students receive financial aid?

No. Noncredit students do not receive financial aid. Many faculty use open resources to minimize out-of-pocket costs.

Can undocumented students take noncredit?

Yes. Noncredit courses count toward AB 540 eligibility. Students should contact the college's Admissions and Records office for details.

What CTE Courses Should be Considered for NONCREDIT?

A Quick Screening Guide

THE BASICS

A credit CTE course is a strong candidate for a noncredit **when its primary purpose is to teach job-specific knowledge or skills that prepare students for employment, advancement, or an occupational pathway - typically as a short-term vocational or workforce preparation aligned course.**

Four Questions To Ask:

1 Is the course occupational?

The course should have a vocational TOP code or otherwise be clearly occupational/CTE in purpose.

2 Does it teach job skills?

The content should provide specific training or skills used in an occupation - not simply general education required by a CTE program.

3 Does it fit Short-Term Vocational?*

Could your course or program improve employability or provide job-placement opportunities and has a documented labor-market demand? Could the program be completed in one year or less?

4 Does it fit Workforce Preparation?*

Could your course teach foundational skills someone needs to enter, succeed in, or advance through occupational training and employment?

QUICK DECISION

STRONG CANDIDATE

Occupational course + specific job skills + clear employment purpose

REVIEW CAREFULLY

General workplace skills, career exploration, or broad introductory content may fit Workforce Preparation instead.

NOT BY ASSOCIATION

A general education course does not become noncredit CTE merely because it is required in a CTE program.

EXAMPLES

LIKELY GOOD CANDIDATES

- Beginning Welding
- Automotive Brake Systems
- Medical Terminology for Healthcare Careers
- Industry Software / Technical Applications

NOT AUTOMATICALLY SHORT-TERM VOCATIONAL

- English composition required in a CTE degree
- General communication course
- General education mathematics
- A course with no clear occupational objective

CURRENT CALIFORNIA CODING SNAPSHOT

Noncredit Category	CB22	TOP / SAM	Primary CIP
Short-Term Vocational	I	Any vocational TOP SAM A-D	32.0111 Workforce Development and Training

***Important:** Other categories of eligible noncredit opportunities beyond Short-Term Vocational and Workforce Prep can be reviewed on the "Types of Noncredit" section in this packet, including, but not limited to - ESL, programming for older adults, and individuals with disabilities. Please contact Michael.Peterson@rccd.edu for more information.

RCCD NONCREDIT & ADULT EDUCATION

College Stakeholder Feedback

Guiding questions to help shape the new districtwide Noncredit Strategic Plan

YOUR PERSPECTIVE MATTERS

Use the information in your college packet, together with your own experience with noncredit, to identify practical opportunities for access, pathways, and student success. Growing noncredit does not necessarily mean adding new curriculum; it can also mean making existing programs and supports work more effectively for students.

A

EXPAND ACCESS & PARTICIPATION

Based on the information provided and your own knowledge of your division and discipline's noncredit offerings, how can we:

- 1. Enhance support** to increase student access?
- 2. Increase participation** among adult learners?
- 3. Make changes that most effectively serve working adults and adult learners**, including scheduling, modality, location, advising, and student support?

B

STRENGTHEN NONCREDIT-TO-CREDIT PATHWAYS

How can we better support the matriculation of students from noncredit to credit?

- 1. Where would a noncredit on-ramp or bridge course** most strengthen entry into a credit CTE, transfer, or degree pathway?
- 2. What services or onboarding processes** would help students matriculate successfully from noncredit to credit?

C

LEVERAGE EXISTING PROGRAMS & SUPPORTS

How can we leverage existing programming and support to help noncredit students be more successful?

- 1. Where would a noncredit support course** most strengthen currently enrolled students?
- 2. How can existing noncredit programs be scaled, redesigned, or delivered differently** based on enrollment, award, modality, and success trends?

FOR DISCUSSION - YOUR INPUT WILL SHAPE THE PLAN

Consider what is most important, feasible, and appropriate for your college. Stakeholder feedback will be used to identify college-level priorities and common districtwide themes.



Scan the QR code or click the link below to complete the Noncredit Strategic Plan survey:

[Noncredit Strategic Plan Development College Survey](#)



Cooperative Work Experience Education Handbook

(Revised July, 2016)

For questions regarding Cooperative Work Experience, please contact the
Career and Technical Education Office at Riverside City College
(951) 222-8131 or copy and paste the link below into your browser:
<http://www.rcc.edu/departments/careertech/Pages/Career-Technical-Education.aspx>

The Riverside Community College District complies with all federal and state rules and regulations and does not discriminate on the basis of ethnic group identification, national origin, religion, age, sex or gender, race, color, ancestry, sexual orientation, physical or mental disability, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law. This holds true for all students who are interested in participating in education programs, including career and technical education programs, and/or extracurricular school activities. Limited English speaking skills will not be a barrier to admission or participation in any programs. Harassment of any employee or student with regard to ethnic group identification, national origin, religion, age, sex or gender, race, color, ancestry, sexual orientation, physical or mental disability, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law, is strictly prohibited. Inquiries regarding compliance and/or grievance procedures may be directed to the District's Title IX Officer/Section 504/ADA Coordinator, who is Ms. Georgina Villasenor, 3801 Market St, Riverside, CA 92501. Telephone Number: (951) (951) 328-3725.

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Preface

This handbook has been prepared especially for the student. It includes information of interest and value to the student throughout their work experience education. This experience should be very valuable to both the student and the employer.

Students should study this booklet very carefully. It delineates their responsibilities as a participating student. It is important that the student understand their responsibility for having the forms filled out, signed and turned in according to the schedule in this handbook. Other responsibilities are also listed herein or will be explained by the instructor/coordinator.

Supervisors may also find this handbook interesting and useful in understanding the demands made upon all concerned. It will explain how the Cooperative Work Experience Education program operates.

**For more information about the
Work Experience Education
Program at Riverside City College,
please contact Career and Technical
Education at 951-222-8131.**

What is Cooperative Work Experience Education?

Cooperative Work Experience Education is a method of instruction that uses the cooperative efforts of school and community to help students develop an occupational understanding by actually working on a job and coordinating that work with the student's school program. It is an educational program that recognizes the learning that takes place on the job and awards college credit for the knowledge and skills gained. The on-the-job experience can be either paid or unpaid (volunteer) work.

The program consists of a one-hour weekly lecture and five to twenty hours per week on the job. The number of college units (credits) a student receives is determined based on the number of hours the student works during the semester. Each 75 hours (paid) or 60 hours (non-paid/volunteer) per semester equals one unit of college credit. Not more than 20 hours per week can be used to convert the hours worked to units earned. If a student's job is related to their school major, they may be qualified to enroll in occupational work experience and may receive up to four units per semester, depending on the number of hours worked, for a maximum of 16 units. If a student's job is not related to their school major, they may be qualified to enroll in general work experience and may receive up to three units per semester, depending on the number of hours worked, for a maximum of six units. In some circumstances, credit is granted for voluntary work. Please refer to the Qualifications for Enrollment (page 7) for additional information.

Advantages to the Student

Enrollment in the program allows the student to receive college credit for on-the-job experiences. The program enhances classroom instruction by providing a realistic medium for application of that instruction. An additional advantage is that it provides a relatively impartial advisor (the instructor), to help students work through and solve job-related problems.

Value to an Employer

- Improves employer/employee communication through objective evaluation.
- Increases employee motivation.
- Results in improved employee job skills and productivity.
- Provides increased opportunities for employee evaluation.
- Assists with the development of employer/employee goals through learning objectives.

Types of Cooperative Work Experience Education

There are two types of work experience programs:

General Work Experience Education: The purpose of this program is supervised employment of students with the intent of assisting them in acquiring desirable work habits and career awareness, through paid or non-paid (volunteer) work. The job held by the student need not be related to his/her occupational goal or college program. It should be noted, however, that general work experience is NOT a payable class under VA benefits.

Occupational Work Experience Education: The purpose of this program is the extension of occupational learning opportunities and career awareness through paid or non-paid (volunteer) work, in the occupation for which the student's college program or major is designed. VA benefits will only pay for occupational work experience classes that fall under a student's approved certificate or degree pattern. Occupational work experience education is offered in the following major areas:

ACC	Accounting	EDU	Education
ADJ	Administration of Justice	FTV	Film, Television & Video
ADM	Applied Digital Media	JOU	Journalism
AIR	Air Conditioning & Refrigeration	KIN	Kinesiology (KIN)
ART	Art	MAG	Management
AUB	Automotive Body	MKT	Marketing
AUT	Automotive Technology	MUS	Music
BUS	Business Administration	NRN	Nursing
CAT	Computer Applications & Office Technologies	PAL	Paralegal Studies
CIS	Computer Information Systems	PHO	Photography
COS	Cosmetology	RLE	Real Estate
CUL	Culinary Arts	THE	Theater
EAR	Early Childhood Education	WEL	Welding

College Units/Credit

Occupational Work Experience Education: A student can earn up to four (4) units per semester for a maximum of 16 units during their enrollment at RCCD.

General Work Experience Education: A student can earn up to three (3) units per semester for a maximum of six (6) units during their enrollment at RCCD.

The following formula will be used to determine the maximum number of units a student can be enrolled in during a semester:

Semester Hours Worked		Maximum # of Units
Paid Employment	Non-Paid (Volunteer)	
75	60	1
150	120	2
225	180	3
300	240	4

Note: A student may not enroll in both general and occupational work experience concurrently and may not earn more than a cumulative total of 16 units in work experience during their enrollment at any community college.

Qualifications for Enrollment

To qualify for enrollment in cooperative work experience, a student must:

1. Pursue a planned program of work experience that, in the opinion of the coordinator, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment or volunteer service.
2. Have the approval of the work experience education instructor.
3. Have employment (either paid or volunteer) that will contribute to their occupational or educational goals.

If a student does not have a job, they should speak to their instructor or one of the Job Placement Specialists or Employment Placement Technicians at one of Riverside Community College District's three colleges. However, students must have a job before the third week of class in order to remain enrolled in class.

Riverside City College - Job Placement Specialist - 951-222-8486

Employers

If a supervisor is not familiar with the work experience program, the student should discuss it with him/her before enrolling. Not only must a student qualify, but their job must also qualify. An employer must:

- Be in agreement with the educational objective of providing cooperative work experience for students.
- Know the intent and purpose of the program.
- Offer a reasonable probability of continuous work through the end of the semester.
- Have adequate equipment and facilities to provide an appropriate learning opportunity.
- Provide adequate supervision and ensure a planned work program so that students receive maximum educational benefit.
- Comply with all appropriate federal and state employment regulations.
- Cooperate with the instructor/coordinator in fulfilling the intent and purpose of the program.
- Certify the hours worked at the end of each month/semester.

Student Learning Outcomes

Upon successful completion of the course, students should be able to:

1. Identify equipment, materials, processes, practices and supplies that are characteristic of the occupational workplace.
2. Describe steps in the career planning cycle.
3. Utilize a variety of resources to research career working conditions, educational requirements and occupational outlook.
4. Develop effective resumes and career correspondence.
5. Demonstrate desirable attitudes and work habits that are consistent with occupational success.

Requirements for Successful Completion of Work Experience

Students will be evaluated for progress in and/or mastery of learning outcomes which may include, but are not limited to, the following:

1. Completion and submission of state-required Forms A, B, C, and D in a timely manner with appropriate signatures from employer, instructor, and student.

Form A – Application for Enrollment

Form B – Learning Objectives and Employer Acknowledgement

Written reports that will enable students to evaluate their on-the-job performance throughout the semester based on their designated objectives.

Form D – Conference and Evaluation

Form D – Verification of Hours

On-the-job attendance that documents students' completion of the required number of on-the-job hours to the satisfaction of the employer.

2. Class Assignments and Final Exam
Completion of practical assignments and exercises that demonstrate the students' ability to develop effective career correspondence; these will include the resume, cover letter and follow-up communication, and may include other assignment options that students may choose based on their individual needs.

Explanation of Forms

FORM A - Application for Enrollment

The Application for Enrollment form assists the instructor in placing the student in the appropriate section of work experience. All students are moved from their enrolling class section into either general or occupational Work Experience. This placement does not affect the class meeting time or instructor but is the official class that will appear on the student's record. Four key questions help the instructor determine the proper placement. They are:

1. Will the student be taking general work experience or occupational work experience this semester? This is based on the type of job the student will be doing and/or the educational major the student is pursuing. Types of occupational work experience (majors) can be found on page 6 of this handbook.
2. Is the student a veteran? VA benefits are not paid to students for enrollment in general work experience, therefore, veteran students should **BE SURE** to indicate a specific major area (see above). For further clarification of the VA benefit, please refer to page 6 of this handbook, "Types of Cooperative Work Experience Education."
3. How many units of work experience will the student be taking this semester? Students may take between one (1) to four (4) units of occupational work experience or between one (1) to three (3) units of general work experience, based upon the number of hours the student is working.
4. How many semesters of work experience has the student already completed? A student can earn up to four (4) units per semester for a maximum of 16 units during their enrollment at RCCD.

FORM B - Learning Objectives and Employer Acknowledgement

Learning objectives are goals to be accomplished during the semester in which the student is enrolled in work experience. At the beginning of the semester, students will learn how to plan and design the objectives that will be agreed upon by the student, employer/supervisor, and instructor. Objectives are very specific, measurable, have defined goals and a completion date. They include the following elements: the achievement or skill to be learned, how it will be measured, the manner in which it will be accomplished, and when it will be completed. A large part of the grade depends on the achievement of the objectives.

The learning objective must also be considered "college level". College level courses: 1) place an emphasis on understanding and applying principles which enable students to adapt to new situations; 2) require students to apply critical thinking skills in recognizing concepts, perceiving relationships, presenting contrasting viewpoints, and critiquing subject matter; 3) expect students to work independently in completing complex assignments that require planning, organizing and implementation strategies; 4) require students to demonstrate predetermined tasks or disciplines reflecting skills and vocabulary consistent with higher levels of education.

The achievement of learning objectives is evidence of the student's attainment of new or improved knowledge, skills and abilities. Observation and feedback will play a critical role in helping students successfully achieve their learning objectives. In many cases, the best way for a student to learn or improve upon a work-based skill or function is by first observing another, experienced worker perform the skill, then by practicing the skill under direct supervision, with immediate feedback, and then by practicing repeatedly, under observation, until deemed ready to perform the skill independently. Even after the student has shown the ability to perform the skill without direct supervision, it is recommended that the student have opportunities to periodically discuss with the supervisor any successes or concerns he or she has in performing the skill or function.

Categories of Learning Objectives

- Routine Duties: Is there room for improvement in routine or daily tasks?
- Problem Solving: Is there a problem to be solved that will exhibit measurable results?
- Creative Goals: Can new policies or procedures be developed that will result in saving time, materials, or costs?
- Personal Goals: Can improvements be made in relations with co-workers or supervisors?

Sample objectives can be found in Appendix B.

Writing the Objectives

1. Start off with an **action verb**. Sample action verbs can be found in Appendix A. Determine if the verb selected best describes the type of behavior that the student needs to display after having achieved the objective.

Examples are: write, operate, revise, apply, assemble, select, develop, report, install, increase, etc. Be careful of words like: understand, learn, know, or appreciate. It is very difficult to measure how well a student achieves these things.

2. Determine under what **conditions** must the task be performed?

Conditions with Examples		
What is given? • by checking a chart • by looking at photo • by referring to the manual	Or what is not given? • without reference to the manual • with no supervision	What are the variables? • no matter how upset the customer becomes
Combination • when driving (what is given) in the city (variable)		

3. Add the **standards** that a student will strive to achieve. The standards describe how well a student will be able to perform the stated objectives in order to be acceptable. They should usually specify the minimum acceptable skill level or accomplishment.

Examples are: improve by 95%, not more than once each day, within twenty minutes, etc. Statements such as "to acceptable industrial standards" are only acceptable if those standards are generally known throughout the specified industry and/or are recorded in an accessible text or location.

Standards with Examples (Standards are measurable criteria)		
How often? • at least once per hour • at the start of every cycle • Before starting the task or after completing it	How many? • identify at least 16 items • produce 4 items	
How well? • exactly 7% • no more than 1 error • accurate to three decimal points • within 15 minutes (never use a time standard unless it is required by the job)	How much? • 100 meters long • 1/2 block before turning	How will we know it is OK? • until the left hand is touching • by speaking only after the customer has spoken
Combination • produce at least 15 per hour (how many and how often) • until the ditch is 300 feet long with tapering slopes (how much and we know it is OK)		

Another way to approach writing learning objectives is following the SMART guidelines. **SMART** work objectives are:

Specific
Measurable
Achievable
Realistic
Timely

Specific: Is it clear and well defined? Is it clear to anyone that has a basic knowledge of the work area?

Measurable: Is the objective obtainable and how far away completion? How will the student and the supervisor know when the objective has been achieved?

Achievable: Is there agreement between the student and the supervisor what the objective should be? Is there a realistic path to achievement?

Realistic: Is the objective within the availability of resources, knowledge and time?

Timely: Is there enough time to achieve the objective, is there a time limit?

FORM C – Conference and Evaluation Form

Employer Evaluation

The supervisor's evaluation of the student is a significant part of the student's final grade. Employers will be asked for feedback in order for the instructor to complete the student's evaluation. The employer's evaluation contributes significantly to the overall grade the student will receive. This evaluation includes the employer's assessment of the student's success in achieving each of the student's two objectives that were agreed upon at the beginning of the semester.

Instructor Site Visit and Employer Conference

As part of the total work experience program, the instructor/coordinator is required to consult with a student's supervisor on the job at least once during the semester. This helps to more accurately evaluate the student and assist in solving job related problems. In addition, the instructor/coordinator is charged with the responsibility of assuring that the workstation qualifies for participation in the program.

There is no reason for a student to be concerned about this visit. The instructor/coordinator will be very tactful. He will do nothing to damage a student's image with their supervisor, in fact, the exact opposite usually occurs. If there is some aspect of this visit that disturbs a student, they should discuss it with the instructor/coordinator before the visit.

In rare instances, the instructor cannot visit the actual job site. One possible deterrent is industrial or military security. Another possible deterrent would be if the student's job site is located more than 100 miles from Riverside Community College District. If a student believes their job fits this category, the student should discuss it with the instructor. He/she may be able to make other arrangements with the supervisor that will still allow them to qualify for work experience.

One way a student can help the instructor is by drawing a map and giving them instructions on how to find the job site. Another way to help is to discuss this requirement with the supervisor ahead of time. The supervisor may have some specific ideas about the visit that can be relayed to the instructor.

Student Conference

At least once each semester the instructor is required to have a personal conference with the student. This is in addition to any classroom lectures or conferences the student may have about their related schoolwork. The purpose of this personal conference is to discuss the work experience program and the student's participation in it, progress toward achieving work experience objectives, and the employer evaluation. Students should be prepared to ask questions or discuss anything they feel may help them to be successful in their work experience class. This may include discussing any job related problems that the student may be having.

FORM D - Verification of Hours Worked

Credit for work experience is based on a certain number of hours worked. The Verification of Hours Worked form verifies the actual number of hours worked each month to justify unit credit.

Students complete the Verification of Hours Worked during the first week of each month to show the hours worked the previous month. If work begins at 8:00 a.m. and finishes at 5:00 p.m., students will compute the total number of hours worked that day. DO NOT include lunch or dinner breaks as hours worked. Holidays, sick days, and vacation days ARE NOT to be included as hours worked. DO NOT list hours worked as "9 to 5" or "12 to 5", just list the amount of hours worked each day. It is required that the number of hours worked each month be totaled and placed in the space provided.

Up to 20 hours per week can be used to calculate the student's total number of hours necessary to satisfy the hours worked per unit.

At the end of each month, the student AND THEIR SUPERVISOR must verify the hours worked. BOTH MUST SIGN the Time Sheet. The employer will also indicate the student's progress toward achieving their learning objectives. Students will give the signed time sheet to their instructor.

Appendix A – Action Verbs

Creative	Clerical & Research	Human Resources	Management & Leadership	
Author	Arrange	Advise	Administer	Launch
Conceive	Automate	Assess	Analyze	Lead
Create	Budget	Assist	Assign	Maintain
Design	Catalog	Clarify	Attain	Manage
Develop	Categorize	Coach	Authorize	Mediate
Devise	Calculate	Collaborate	Chair	Negotiate
Direct	Classify	Consult	Consolidate	Organize
Enhance	Collect	Counsel	Contract	Oversaw
Establish	Compare	Diagnose	Control	Perform
Formulate	Compile	Educate	Coordinate	Plan
Illustrate	Complete	Employ	Delegate	Prioritize
Improve	Compute	Group	Develop	Produce
Initiate	Critique	Guide	Direct	Propose
Introduce	Decrease	Handle	Evaluate	Conduct
Invent	Diagnose	Hire	Enact	Reorganize
Launch	Dispatch	Integrate	Establish	Recommend
Market	Distributed	Mediate	Exceed	Reduce
Originate	Evaluate	Monitor	Execute	Remove
Plan	Examine	Motivate	Expand	Replace
Prepare	Execute	Negotiate	Guide	Reposition
Produce	Generate	Recruit	Head	Reproduce
Propose	Identify	Represent	Implement	Retain
Set up	Inspect	Select	Improve	Review
Structure	Interview	Sponsor	Incorporate	Revise
Wrote	Investigate	Strengthen	Increase	Schedule
	Monitor	Train	Initiate	Simplify
	Operate		Institute	Strengthen
	Organize		Investigate	Supervise
	Prepare			
	Process			
	Purchase			
	Record			
	Retrieve			
	Review			
	Separate			
	Schedule			
	Screen			
	Summarize			
	Survey			
	Systematize			
	Tabulate			
	Validate			
	Verify			

Technical	Communications	Financial	Teaching	Critical Thinking
Assemble	Address	Allocate	Advise	Analyze
Build	Arbitrate	Analyze	Clarify	Appraise
Calculate	Arrange	Appraise	Coach	Arrange
Change	Articulate	Audit	Communicate	Assemble
Complete	Author	Balance	Encourage	Assess
Compute	Convince	Budget	Evaluate	Calculate
Convert	Correspond	Calculate	Explain	Categorize
Construct	Define	Compute	Guide	Choose
Design	Develop	Forecast	Influence	Collect
Engineer	Direct	Increase	Inform	Compare
Operate	Draft	List	Instruct	Compose
Overhaul	Edit	Manage	Interpret	Construct
Modify	Enlist	Market	Persuade	Create
Program	Formulate	Plan	Rewrite	Design
Remodel	Influence	Project	Stimulate	Diagram
Repair	Interpret	Research	Train	Estimate
Restructure	Interview	Tabulate		Evaluate
Solve	Lecture	Transfer		Examine
Upgrade	Moderate	Update		Formulate
	Negotiate			Inspect
	Participate			Measure
	Persuade			Organize
	Present			Plan
	Preside			Prepare
	Promote			Rate
	Publicize			Revise
	Recruit			Select
	Represent			Setup
	Sell			Score
	Speak			Solve
	Translate			Test
	Write			

Appendix B - Sample Objectives

Accounting: Research state sales tax audits by using Lese Plus, reviewing files and the instruction provided by my supervisor. Information will be entered on a spreadsheet with printouts and given to my supervisor to evaluate by May 16, 201X.

Architecture: Learn to produce accurate hardcopies of construction documents to designated scales using a plotter/printer. I will also learn how to examine and accurately interpret design or engineering sketches and drawings, apply terminology and process used to complete a real world project from start to finish, and work effectively and cooperatively with all other project disciplines involved in the project. The results will be measured by submission of all documents, sketches and drawings to my supervisor.

Automotive Technology: Learn to perform minor automotive repairs under supervision, in accordance with ASE guidelines, the manufacturer's service manuals, or employers standard repair procedures, as applicable. This will be learned by observation, studying manuals, training by certified automotive technicians, and personally working on automobiles under the supervision of certified mechanics. My work will be evaluated by the service manager.

Banking/Finance: ❶ Increase equity loan applicants by setting up a display in lobby of bank for one month. My supervisor will evaluate through examination of percentage of increase in applications. ❷ Research state sales tax audits by using Lese Plus, reviewing files and instruction provided by my supervisor. Information will be entered on a spread sheet with printouts and my supervisor will evaluate results.

Computer/Website: Redesign company website to increase customer visits and sale of products. To be evaluated by supervisor through increased sales.

Customer Satisfaction: Design a customer service satisfaction survey by developing four questions to measure level of service. My supervisor will evaluate through examination of results.

Drafting: ❶ Complete and submit a final drawing package for remodel that will be designed with my client's needs and code restraints in mind by December 6th. My supervisor will evaluate my project through the plan-check corrections he receives. ❷ Complete a design submittal package consisting of a plot plan, fuel modification plan and related design drawings. Project will be completed by MM/DD and will be evaluated by my supervisor prior to submittal for completion and approval for current county codes.

Early Childhood Education: ❶ Research five places to visit on a field trip and document directions, times, and cost in a document. My supervisor will evaluate feasibility of trips through examination of document. ❷ Develop a maintenance plan for the children's nature habitat/study area by listing the tasks of the required maintenance (weeding, watering, etc.) and making a schedule for employees to follow. My supervisor will review the plan and evaluate the improvement of the habitat. ❸ Learn to design and plan a lesson for young children by reading new lesson planning books, consulting with my supervisor, writing lesson plans and using lesson plans I've constructed in class. Results will be measured by submitting a written lesson plan to my supervisor for examination.

Employee Satisfaction: Create and circulate employee satisfaction survey by developing a questionnaire for employees and documenting results. To be evaluated by my supervisor through examination of responses for feedback.

Film & Video: ❶ Demonstrate the ability to operate a camera in a studio and on location productions. This will be accomplished by training from camera operators, observation, and practical work. My supervisor will evaluate my work by having me explain the operation of the camera and viewing a production I filmed. ❷ Create a pitch for a new television show by collaborating with other interns and writing a proposal to be presented to executives. My supervisor will evaluate based on quality of pitch to executives and if show is accepted for possible production development. ❸ Organize two successful stories for television station by scheduling interviews, coordinating camera crews, and writing interview questions. My supervisor will evaluate success based on television rating system.

Fundraising: Create and publish a cookbook to be sold to the community to raise money for the organization. Amount of cash raised will measure projects success.

Health and Fitness: Produce a Power Point presentation related to the health and fitness industry by researching topic on the Internet and interviewing fitness instructors. My supervisor will evaluate the quality and usability of the presentation.

Machining: Re-calibrate machine to project specifications to develop new product. My supervisor will evaluate the final product.

Marketing/Sales: Increase personal sales by 10% over last year's total by developing a written plan to include sales suggestions, producing a better sales presentation, and learning more about the products sold. Sales will be measured and compared against last year's figures by my supervisor.

Photography: Properly photograph evidence at a crime scene for court cases. I will read and use the procedures from department manuals and have on site instruction from my supervisor. The procedures will be learned by the end of the semester and at least two photographs will have been accepted in court as evidence.

Retail: Display clothing in four locations of the store to determine which yields greater sales. Will measure results in dollars of sales for the clothing involved. My manager will verify the results.

Tutoring: ❶ Expand math skills of two tutors by cross training in Geometry. A test will be given before and after training to measure percent of increased skills. ❷ Prepare students in Intermediate Algebra to move on to the next level math course by teaching them the skills needed and testing students to measure their progress. My supervisor will evaluate by the number of students able to pass and move to next course.