

Bakersfield College

Program Review – Annual Update

Program Name: Career and Technical Education/Strong Workforce Program

Program Type: Instructional Student Affairs Administrative Service Other

Bakersfield College Mission: Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission:

With a focus on the Institutional Learning Outcomes, the Department supports all aspects of Career and Technical Education so that students, faculty and staff can carry out the mission of the College with greater efficiency and flexibility.

Program Mission Statement:

The mission of the Career and Technical Education (CTE) Department is to provide educational leadership, service and connections to prepare individuals for a wide range of careers in an increasingly competitive job market. With a focus on workforce development, we will align our processes with the 25 Strong Workforce Task Force recommendations and the Workforce Innovation and Opportunity Act (WIOA) Regulations.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Progress on Program Goals:

A. List the program's current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

Program Goal	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Status Update – Action Plan
1. Expand our partnerships with	<input type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities	<input checked="" type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	The dept. continues to grow our partnerships through internships, active dept. staff participation on CTE advisory boards. A CTE

feeder schools, community organizations, companies, and local businesses	<input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement		advisor and job developer now attend existing advisory board meetings, in addition we are working with departments that do not have an active advisory board.
2. Ensure VTEA spending is appropriate and meets all federal, state and district guidelines	<input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	Systems to ensure spending, monitoring and compliance are constantly being revised to streamline and organize processes. We are currently hiring a CTE Program Director to oversee all aspects of VTEA/Strong Workforce. Funding has increased to \$2.5 million and overlaps years. Lack of formal support from Business Services, as well as increased compliance requirements from the District have made expending money very cumbersome, and at times creating a failure to meet spending deadlines.
3. Ensure CTE Programs meets all education code requirements	<input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	CTE program requirements incorporated into College Program Review. CTE Council Website developed to support required documentation. https://committees.kccd.edu/committee/career-and-technical-education-council-ctec
4. Complete and sustain articulation process with feeder high schools	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input checked="" type="checkbox"/> Completed: <u>9/25/</u> ____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	Website developed to support articulation needs. Still a need to increase district support for articulation training for staff. https://www.bakersfieldcollege.edu/cte This goal will be moved to fall within the Dual Enrollment Program review
5. Provide current technology, safe facilities, appropriate allocation of resources, and enhanced services to the educational community.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input checked="" type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: <u>9/22/17</u> (Date)	VTEA/SWF/Instructional Block grant funds were combined to provide every department that requested equipment (other than technology) with funding. In addition, 3 computer labs were renovated. Approximately \$1.5 million dollars were spent to enhance equipment needs for CTE programs.
6. Increase Contract Education offerings	<input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities	<input checked="" type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	We offered 5 contract education agreements other than bilingual testing this past year. We continue to increase the offerings for contract

	<input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement		education for the Bilingual Proficiency Exam. We increased the tests given by 150 over the past 3 years. There is a need to increase collaboration with the district office for the support of contract education activities. We will continue to sustain our current contract education offerings, however we are removing this goal until there is a need for increased offerings and/or district collaboration has been met.
7. Expand and enhance Web and presence for the CTE department.	<input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input checked="" type="checkbox"/> Completed: <u>9/27/1</u> (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	Web content editor hired to support CTE/Guided Pathways. https://committees.kccd.edu/committee/career-and-technical-education-council-ctec https://www.bakersfieldcollege.edu/cte Site will need continuous monitoring
8. Incorporate Strong Workforce Task Force 25 recommendations and WIOA Guidelines.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input checked="" type="checkbox"/> Revised: <u>9/27/17</u> (Date) <input type="checkbox"/> Ongoing: _____ (Date)	This goal is incorporated into goals #2&3. The college has been working with the workforce investment board to ensure that a MOU has been signed to meet federal guidelines and requirements for sharing of costs. As we continue to monitor reporting guidelines this will be further addressed, will maintain active involvement with the WIB.
9. Establish new software that will assist in employment tracking of CTE students.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input checked="" type="checkbox"/> Completed: <u>9/27/</u> (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	Jobspeaker software implemented Fall 2017 for on-campus student employment and for CTE job placement tracking.

B. List new or revised goals (if applicable)

New/Replacement Program Goal	Which institutional goals will be advanced upon completion of this goal? (select all that apply)	Status Update – Action Plan
	<input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	

Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.



Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time).

1. Please report on any unexpected changes or challenges that your program encountered this cycle:
The most difficult challenge the department faced this past year was the resignation of the CTE Program manager, this resignation created increased workload for the Dean and support staff. In addition, the Strong Workforce funding has also created both benefits and challenges for the department. The funding has enhanced the technology in many of the CTE programs but the work needed to support purchasing has also increased dramatically. In addition, the SWF funding has also resulted in the addition of new CTE programs.
2. How does your trend data impact your decision-making process for your program?

Core Indicator Results				
College Performance year	CTE Enrollments	CTE Headcount	Performance Indicators Met	Comments
2017/18	27,370	13,142	19/34 with 4 NR	There was a slight decline in the overall performance indicators, but % change was very small. We saw improvement in skill attainment and employment indicators among some populations.
2016/17	26,335	12,782	22/34 with 4 NR	None of the performance indicators were met in skill attainment, employment was met for some of the populations
2015/16	25,803	12,292	15/34 with 4 NR	None of the performance indicators were met in skill attainment or employment for any of the special populations. CTE non-traditional population did not complete

The college has seen tremendous improvement in the Core Indicator results over the last 3 years, with the greatest change occurring in skill attainment (which signifies students are successfully passing their courses) and employment. As expected the College has seen growth in CTE enrollments and headcounts (reports capture enrollments above introductory level courses). There is a strong need for the College to examine overall coding of curriculum for TOPS and SAMS codes to ensure that MIS data is accurate. The college must evaluate specific programs for individual success on meeting core indicators and examine reasons behind a program not meeting the negotiated levels. Data analysis of Core indicator results drives program funding, as well as outreach and job placement support.

Note: Data reported is always 2 years behind the academic year. Core Indicator reports attached.

Internship Program		
Academic Year	Internship Placements	Available Internship Sites
2014/15	13	58
2015/16	14	80
2016/17	23	105

The internship program has seen slight growth in the number of students being placed, however the growth and placement does not compare to the amount of employer interest in having students placed in internship opportunities. There needs to be increased support from faculty in getting students placed in internship opportunities. The Jobspeaker app should assist in helping “advertise” the availability of sites for students.

WORK EXPERIENCE		
Academic Year	CENSUS COUNT	END OF SEMESTER COUNT
2014/15	376	299
2015/16	405	333
2016/17	273	195

Work Experience enrollment saw a major decrease this past academic year, most likely due to this being the first year that the college was required to have discipline specific work experience rather than general work experience. We simply do not have all programs with the required curriculum developed, despite the student interest. In addition, we continue to have difficulty finding instructors willing to serve as Work Experience Coordinators with the most common reasons for not participating is “lack of reasonable pay and too much work”. The department will evaluate the possibility of hiring Professional Experts to serve as coordinators, but the minimum qualification needs may prove to be challenging. Given that literature supports that students are engaged in work-based learning opportunities tend to be more successful in completing their educational goals, there needs to be a commitment from Deans and Dept. Chairs to support Work Experience and Internship activities.

Educational Advisor Appointments and Outreach		
Academic Year	Appointments and Walk-Ins	Outreach Activities
2014/15	2,848	21
2015/16	2,251	36
2016/17	2451	113

The CTE Educational Advisors continue to see an appropriate number of CTE students, responsibilities include but are not limited to, completing abbreviated student ed plans (ASEP) and comprehensive student ed plans (CSEP), assisting with completion of grad checks for degree and/or certificates, completion of certificate applications and general advising. The department has seen tremendous activity in the number of outreach events that the staff has organized, implemented and participated in. Events include pre-orientation meetings, employer panels, career connection fairs, and program orientations. In addition, the staff participates in regular college outreach activities with local high schools as well as program specific CTE outreach events to high school and middle school students.

3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?
N/A

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?
N/A

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</i>	<input type="checkbox"/> 1: Classified Staff <input type="checkbox"/> 2: Faculty	
Professional Development: <i>Describe briefly, the effectiveness of the professional development</i>	<input checked="" type="checkbox"/> 1: Provided Professional Development <input checked="" type="checkbox"/> 2: Attended Professional Development	VTEA funded over \$80,000 for multiple professional development activities for CTE faculty and staff. CTE staff provided outreach activities and flex activities.

<p><i>your program has been engaged in (either providing or attending) during the last cycle</i></p>		
<p>Facilities: <i>If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.</i></p>	<p> <input type="checkbox"/> 1: Space Allocation <input checked="" type="checkbox"/> 2: Renovation <input checked="" type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance </p>	<p>Renovated FACE 16 and FACE 13, enabled the department to accommodate more staff to support Dual Enrollment and Job Placement personnel. Funding for renovations was provided via Strong Workforce</p>
<p>Technology: <i>If your program received technology (audio/visual – projectors, TV’s, document cameras) and computers, how does the technology impact your program and help contribute to student success?</i></p>	<p> <input checked="" type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input checked="" type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____ </p>	<p>Office personnel received updated computer stations – 15 computers in total. EMSI access purchased for CTE faculty/administrators use. Purchased a replacement copy machine.</p>
<p>Resource Request</p>		<p>Discuss How Effective Request is for Student Success?</p>
<p>Other Equipment: <i>If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.</i></p>	<p> <input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____ </p>	

Budget:

Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)

No general fund budget requests will be made.

Conclusions & Snapshot:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program, if someone were to only read this portion of your annual program review.

The CTE Department is an integral part of the College campus and there has been great improvement with the integration of services provided for CTE students/departments, as demonstrated by Dual Enrollment and Student Employment departments being overseen by the Dean of CTE and housed within the same area. Staff have actively embraced Guided Pathways and are assisting departments with orientation programs, employment panels, career connections and outreach activities. The Strong Work Force Task Force recommendations and WIOA Guidelines will be the guiding principles we follow in the next few years to come. Completion and employment will be our major focus as we build our Job Development Specialist positions and begin to grow BC's Student Employment services.

There is a need to improve the individual program's overall compliance and monitoring of CTE core indicator results. In addition, due to increases in funding streams there is a need to improved purchasing and budget monitoring to ensure that all deadlines and requirements are being met. Lastly, the College needs to develop a data review process that ensures compliance with data analysis, data correlation between the CCCC/MIS data submission for Core Indicators, Launchboard data for CTE/Strong Workforce and Guided Pathways. The department must initiate a Code Alignment project that evaluates the accuracy of curriculum coding, as well as determine that DO IT is submitting accurate information so that performance measures are being accurately tracked.