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Bakersfield College 2018-2019 Program Review – Annual Update - Non Instructional

Program Name: Career and Technical Education/Strong Workforce Program

Program Type (Administrative, Student Affairs, Academic Affairs, Other): Administrative Service

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 Opportunities Act (WIOA) regulations.

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.

1. Program Goal:

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

#1 Student Learning - A commitment to provide a holistic education that develops curiosity inquiry, and empowered learners.

1.14 Promote academic and Career Technical Education (CTE) pathways.

Progress on goal achievement:

1.14 – Complete

Status Update – Action Plan and any link to Resource Requests:

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While scheduling and attending any and all outreach events, a sign in sheet and agenda will be available; the utilization of event scheduling in Jobspeaker will be the primary platform.

2. Program Goal:

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(1. Student Learning, 2. Student Progression and Completion, 3. Facilities, 4. Leadership and Engagement)

#5 Leadership & Engagement

5.10 Develop, implement, review, and update comprehensive plans to better coordinate in-reach, outreach and recruitment activities.

5.15 Highlight Bakersfield College's quality programs and service to the community.

Progress on goal achievement:

5.10 – Complete

5.15 – Complete

Status Update – Action Plan and link to Resource Requests

5.10 – 1 Outreach activities are scheduled for the CTE advisors in our office as well as through counseling and outreach departments. 2 Collaborate with grants, initiatives and Deputy Sector Navigator who have funds specifically for high school events.

5.15 – 1 Advisory board committees and meetings for all CTE departments. 2 Career Expo industry partners form the community in attendance scheduling career connection fairs with other CTE departments in the future. 3 Provide and develop new internship and work experience opportunities that are major specific. 4 Have a greater web presence so the CTE department and all processes are transparent.

B. List new or revised goals (if applicable)

1. Program Goal:

1.3 – Increase CTE certificate/degree options by 3 new programs

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student Learning

Progress on goal achievement:

[Type here]

New

Status Update – Action Plan and link to Resource Requests:

Program drafted by year 1 approved by curriculum committee by year 2.

2. Program Goal:

1.4 – Increase the number of programs that participate in placement of student interns by 3.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student Learning

Progress on goal achievement:

New

Status Update – Action Plan and link to Resource Requests:

New/Approved internship agreements on file. Data based number of placements.

3. Program Goal:

1.5 – Increase the number of approved work experience courses by 3 new programs.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student Learning

Progress on goal achievement:

New

Status Update – Action Plan and link to Resource Requests:

Designating the assigned Faculty Internship Coordinator. New/Approved internship agreements on file. Data based number of placements.

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4. Program Goal:

1.7 – Increase the number of apprenticeships

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student Learning

Progress on goal achievement:

New

Status Update – Action Plan and link to Resource Requests:

Document apprenticeships showing an increase each year.

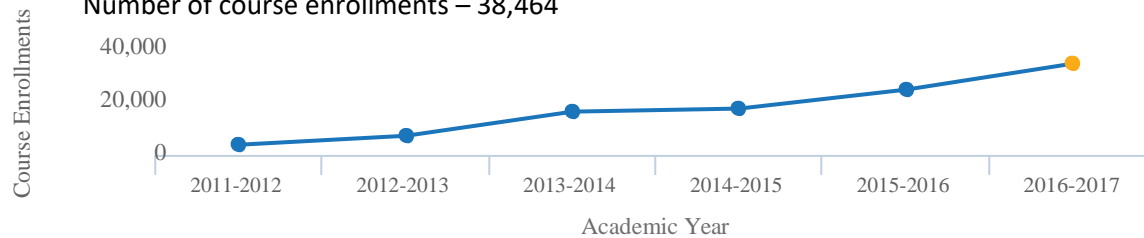
Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time). Please report on any unexpected changes or challenges that your program encountered this cycle:

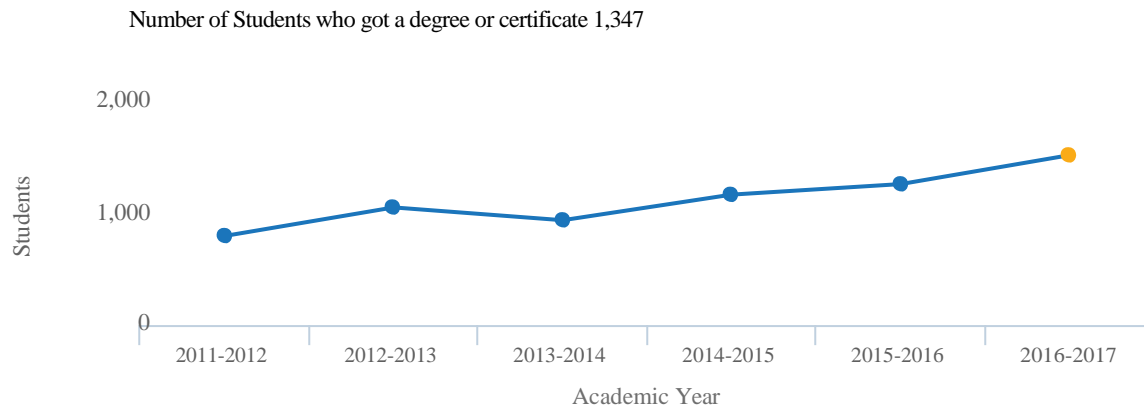
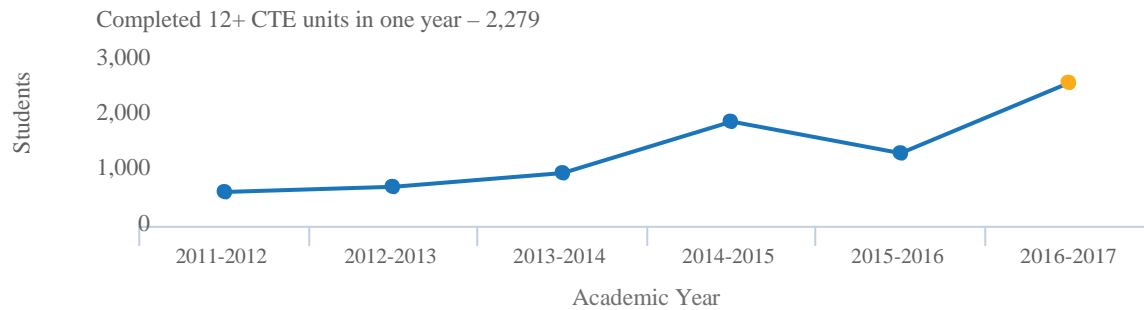
There have been many unexpected changes over the last year. The Dean of Instruction for CTE accepted a position at the District office as the Associate Vice Chancellor which left the department with a new director and fairly new staff. At the same time the VPI retired which allowed the Dean of ITT to accept an interim VP opportunity and the VP of finance resigned. With the recent changes in leadership and increased funding from Strong Workforce, the impact has created a large amount of work tracking activities, expenditures, and program improvements.

1. How does your trend data (or other data your area collects) impact your decision making process for your program?

Number of course enrollments – 38,464



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2. Evidence of Program Dialog of data

- If you have had time to review and discuss your program's data with members of your department, attach documentation of your discussion. Documentation can come in the form of minutes from meetings or retreats, email dialog or any other ways that show substantive discussion.
 - Please see attached documentation of minutes and advisory handbooks.

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

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4. Equity gaps
 - o Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).

5. Please describe any recent achievements of members of your area who have won awards or distinctions, new projects your area has implemented, professional development work, professional conference presentations or recently published work.
 - a. Revised Career Day to align with Pathway Expos
 - b. Implementation of Jobspeaker
 - c. Engagement with the Regional Marketing Rebranding of CTE to CE

6. The college has embarked on significant efforts such as **Guided Pathways, affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts.
 - a. I am the direct contributor to the GPIT, lead for the ITT pathway
 - b. We've implemented career experts on the completion team which allows the Job Development Specialist to be a key contributor.
 - c. Developed the Educational Advisors work plans to focus on completion.

7. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.
 - a. As the Director of CTE and Strong Workforce I support all the above mentioned programs. SWP funds the following positions
 - i. Program Manager for Dual Enrollment
 - ii. Academic Service Assistant for Dual Enrollment
 - iii. Admissions and Records Technician for Dual Enrollment
 - iv. District IR support Technician
 - v. 2 Local IR analyst
 - vi. 2 Local IT technicians
 - b. Attended Inmate Graduations, and developed articulation agreements with Welding and inmate population

Assessment Report - Annual Update

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- A. List your Administrative Unit Outcomes (AUOs)
- B. How did your outcomes results inform your program planning?
- C. How do the Administrative Unit Outcomes align with Institutional Learning Outcomes?

Analysis of Received Resources from Previous Cycle

Discuss the type of resources you received and their Impact on program effectiveness?

Facilities:

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.

1: Space Allocation

2: Renovation

Continuation of renovation in Face 16, Face 9, Face 11. Provided by Strong Workforce Funding

3: Furniture – purchased furniture FACE 16, FACE 9 and FACE 11

4: Other

5: Beyond Routine Maintenance

Technology:

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?

1: Replacement Technology

2: New Technology – upgraded computers for all CTE department staff.

3: Software – continued service with EMSI and Career Coach

4: Other _____

Other Equipment

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.

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Conclusion:

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 Career & Technical Education is going through a State wide rebranding project however, locally we have evolved to Learning and Career Pathways with close collaboration with Transfer. Within the department we support the growth of Student Employment, Work Based Learning activities, Bi-Lingual Testing, Community Education, and Contract Education. Our focus is to provide CTE programs that are cutting-edge, rigorous and relevant instruction to prepare skill builders/incumbent workers and future employees for a wide range of high-wage, high-skill, and high-demand careers.

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/department, as demonstrated by Student Employment and Strong Workforce that is overseen by the Director of CTE and housed within the same area. Staff has actively embraced Guided Pathways and are assisting departments with orientation programs, employment panels, Entrée to Employment, Career Expos and Fairs, and outreach activities. Completion and employment is our major focus and this is reinforced by the inclusion of the Job Development Specialist to serve a role on the Completion Coaching Teams.

There is a need to improve the individual program's overall compliance with Advisory Meetings and CTE core indicators. I have provided a handbook for the Advisory Board that includes the membership expectations and standardized the meeting agendas and minutes. In addition, due to the increase in funding streams there is a need to improve the process for procurement, purchasing, budget monitoring, and data acquisition to ensure that all deadlines and requirements are being met.

Lastly, the College needs to develop an Annual review process that ensure compliance with data analysis, data correlation between the CCCCO/MIS data submission for Core Indicators, Launchboard data for CTE/Strong Workforce and Guided Pathways. The Data clean-up for Top code and Sam code alignment is critical for increased funding from various sources.