**Bakersfield College**

**Comprehensive Program Review**

**I. Program Information:**

Program Name: **Career and Technical Education Department**

Program Type:  Instructional  Student Affairs  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 goal of the Career and Technical Education (CTE) Department is to provide 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:

* Support CTE Programs in building the foundations for quality career and technical education with a focus on creating a skilled, knowledgeable, and productive future workforce.
* Provide current and relevant advising to students interested in planning a career in any of the CTE areas.
* Expand and enhance the quality of Career and Technical Education for all learners, including but not limited to educator professional development, educational research and inquiry, curriculum development, and student leadership.
* Foster and support the creation of linkages among partners such as students, community members, business, industry and labor, and professional organizations.
* Provide quality resources to educators and students that improve classroom learning.
* Communicate educational issues to faculty and administration.

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| ***Instructional Programs only:***   1. List the degrees and Certificates of Achievement the program offers 2. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both. 3. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both. |

**II. Progress on Program Goals, Future Goals, and Action Plans:**

1. 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 goals, please duplicate this section.

**Not applicable – Program Review has not been previously completed.**

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| **Current Program Goals** | **Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments** |
| 1. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) |  |
| 2. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) |  |

1. List the program’s goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College’s strategic goals. Each program must include an action plan.

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| **Future Goals** | **Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)** | **Action Plan** | **Timeline for Completion** | **Lead person for this goal** |
| 1. Expand our partnerships with feeder schools, community organizations, companies, and local businesses | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | * Improve marketing and outreach materials * Develop collaborative relationship with Outreach Department * Work with local businesses to develop internships * Offer student workshops for resume building and interview techniques | June 20, 2017 | R. Hernandez  S. Baltazar |
| 2. Ensure VTEA spending is appropriate and meets all federal, state and district guidelines | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | * Develop systems to ensure that spending requirements are met * Improve oversight of all aspects of budget monitoring and compliance * Provide training to faculty on CTE budget planning | June 30, 2016 | R. Hernandez  C. Collier |
| 1. Ensure CTE Programs meets all education code requirements | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | * Assess compliance for CTE Program Review * Provide training to all faculty about the CTE Program Review process * Provide training to faculty on Labor Market information (EMSI, BLS), Core Indicator results | June 30, 2016 | R. Hernandez/ Faculty Chairs |
| 1. Complete and sustain articulation process with feeder high schools | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | * Update process for articulation * Provide articulation workshops for H.S. and College faculty members | June 30, 2016 | C. Collier/Faculty Chairs |
| 1. Provide current technology, safe facilities, appropriate allocation of resources, and enhanced services to the educational community. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | * Provide training to faculty on Labor Market information (EMSI, BLS), Core Indicator results, VTEA spending * Increase collaboration of CTE department and programs with other campus initiatives: SSSP and Student Equity * Improve facilities * Increase staffing | June 30, 2017 | C. Collier |
| 1. Increase Contract Education offerings | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | * Improve bi-lingual testing process | June 30, 2016 | R. Hernandez/C. Collier |
| 1. Expand and enhance Web and presence for the CTE department. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | * Update current website, so that it provides current information * Make sure website provides access to important information for students, staff and business partners | January 2016 | C. Swoboda |

**III. Trend Data Analysis:**

Review the data provided by Institutional Research. **Not applicable – see CTE Program Reviews**

Provide an analysis of program data throughout the last three years, including:

1. Changes in student demographics (gender, age and ethnicity).
2. Changes in enrollment (headcount, sections, course enrollment, and productivity).
3. Changes in achievement gap and disproportionate impact.
4. Success and retention for face-to-face as well as online/distance courses.
5. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).
6. Other program-specific data (please specify or attach).
7. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.

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| Full Name of Degree or Certificate | 2011- 2012 | 2012- 2013 | 2013- 2014 | 2014- 2015 | 2015- 2016 | 2016- 2017 |
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**IV. Program Assessment:**

1. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs).

* AUO #1 – Administer VTEA funds appropriately meeting College, District and State requirements
* AUO #2 – Provide CTE advising so that CTE Core Indicators demonstrate measured improvement
* AUO #3 – Provide current and relevant resources to CTE faculty so that CTE Core Indicators demonstrate measured improvement
* AUO #4 – Ensure that all CTE programs maintain compliance, i.e., curriculum review, CTE Program review, VTEA planning and reporting

1. How did your outcomes assessment results during the past three years inform your program planning? Use bullet points to organize your response.

* Outcomes assessments not measured, however initial assessment demonstrates need for clear concise goals.

1. How did your outcomes assessment results during the past three years inform your resource requests? The results should support and justify resource requests for this year.

* CTE Educational Advisors are currently funded using VTEA funds – however there is a need that this funding source should be assessed.

1. Describe how the program monitors and evaluates its effectiveness.

* Department utilizes SARS Trak to record office walk-in traffic and the type advising appointments
* SARS Trak provides various options such as:
  + Certificate programs
  + Student Education Plans
  + Internships
  + Financial aid, etc.
* Reports can then be pulled depending on information needed

1. Describe how the program engages all unit members in the self-evaluation dialog and process.

* Monthly department meetings
  + Evaluate progress and performance to assess the unit’s effectiveness
  + Review core indicator information by program
    - Assess areas needing improvement
  + Review program goals

1. Provide recent data on the measurement of the PLOs/AUS., as well as a brief summary of findings. **N/A**
2. What have the program’s PLO’s/AUO’s revealed or confirmed in the past three years?
3. *If applicable,* list other information, data feedback or metrics to assess the program’s effectiveness (e.g., surveys, job placement, transfer rates, output measurements).

* Department has a Job Development Specialist that works specifically with our CTE students in:
  + Program specific Job Development Workshops
  + Outreach/Recruitment Services
  + Industry partnerships and recruitment events
  + Job placement and employment tracking.
  + Employment surveys

1. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).
2. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

* Institutional learning outcomes align directly with the program learning outcomes.
  + Think – CTE advisors perform key role in helping students identifying career and educational goals
  + Communicate – CTE Department communicates and interacts with multiple campus departments, as well as aids students in navigating support services, courses and employment opportunities
  + Engagement – CTE Department works with campus programs and industry to ultimately aid students in obtaining employment in their chosen career field

1. How did your program address Equity, specifically referencing the achievement gap and disproportionate impact, over this comprehensive cycle?

* CTE department needs to actively engage with Equity so that we can improve the Special Populations Core Indicator

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

1. Discuss your program’s strengths.

* Strong relationships with faculty
* Knowledge of all CTE Programs and transfer requirements
* Active collaboration with counseling department
* Student centered approaches
* CTE Advisors contribute to the increase of Student Education Plans
* Management of Certificate Programs
* Ability to link labor market information (LMI) to students career choice

1. Discuss your program’s weaknesses.

* Lack of sufficient clerical support
* Need for additional CTE advisors
* Advisor contacts do not count towards the counselor/student ratio.
* Lack of clear supervision, guidance and vision for department

1. *If applicable,* describe any unplanned events that affected your program.

* Management staff vacancies in the previous fiscal year
  + Vacancies have been filled

**V. Resource Analysis:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.

* Funding source for Educational Advisors needs to be assessed
* There is a need for increased number of Educational Advisors, would suggest funding from Student Equity

1. Professional Development:
2. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.

* Staff have participated in conferences dealing with Special Populations
* CTE Regional Counselors Workshop
* BC Counselors Workshop

1. What professional development opportunities and contributions can your program make to the college in the future?

* CTE Advisors need to increase Outreach activities for Special Populations

1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success? N/A
3. How will your Facilities Request for next year contribute to student success?

* Need to enhance FACE 16 so that it can handle staffing needs, need for construction to add office space and reconfiguration of current outside office space, need for carpet, paint and new blinds
* Supposedly was in the cue for this to be accomplished during Fall 2015 – no work done however

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success? N/A
2. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?

* Increase efficiency of services provided to all CTE faculty/Programs

1. Discuss the effectiveness of technology used in your area to meet college strategic goals.

* Office computers need to be updated

D. Budget: Explain how your budget justifications will contribute to increased student success for your program.

* Funding source for CTE staff must be evaluated, currently being funded from GUOO1, which according to VTEA rules may be ineligible to continue
* Asking for 2 additional CTE Advisors and 1 Job Development Specialist – funding source could be VTEA at a total cost of $200,000, provided that VTEA does not continue to fund existing Ed Advisors. Could consider SSPS or Equity Funding.
* If VTEA cannot support existing Ed Advisors must institutionalize funding source at cost of $250,000.

**VII. Faculty and Staff Engagement: N/A**

1. Discuss how program members have engaged in institutional efforts such as college committees, presentations, and departmental activities.
2. Instruction Only: Discuss how adjunct faculty are included in departmental training, discussions and decision-making.

**VIII. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

The CTE Department is an integral part of the College campus, however it appears that it has been working in a silo away from other College initiatives (SSPS, Equity and Dual Enrollment). There is a need to improve the relationship with the Counseling department so that the CTE Advisors can effectively provide services as well as increase student success with the implementation of Case Management for CTE students as well as increase relationships with employers to provide internships and employment opportunities (this is a need to increase the collaboration with Job Placement).

**IX. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

[Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**

Curricular Review Form **(Instructional Programs Required)**

[Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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[Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Budget Form](http://committees.kccd.edu/bc/committee/programreview)

Professional Development Form  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

Other: \_Memo from Chancellor’s Office