**Bakersfield College**

**Program Review – Annual Update**

**I. Program Information:**

Program Name: Career and Technical Education

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 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.

**II. Progress on Program Goals:**

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.

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| **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)** | **Comments** |
| 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 | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | For the 2015-16 year we received a small grant to purchase marketing materials and student giveaways used for outreach. We also established marketing materials for our Internship Program which included student/staff flyers and folders.  We have continued to partner with outreach to participate in student events. We have also been receiving requests to provide CTE specific presentation at high schools in the district. We have attended four CTE specific outreach events and hope to bring that amount up by double this coming academic year,  We worked with local businesses to establish a partnership with the automotive department to secure five new internship sites which were utilized for placement beginning Summer of 2016. We will continue to build partnerships with the automotive department for future placements.  Continuing to establish dates to offer job readiness workshops on various topics related to career building. |
| 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 | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Systems to ensure spending, monitoring and compliance are constantly being revised to streamline and organize processes.  BC was awarded a CTE Enhancement Funds Local Share Grant in the amount of $304,790. Those funds were 100% spent on equipment upgrades for the following programs: Agriculture Mechanics, Registered Nursing, Manufacturing Technology, Welding Technology, and Digital Arts. BC was also awarded a Regional Share Grant in the amount of $140,530 which is 99.5% spent. With this funding we were able to completely remodel a computer lab classroom, provide furniture and new computers. With these funds we also were able to send a faculty member to two staff development opportunities.  Monthly meetings with CTE faculty are scheduled throughout the academic year to ensure faculty is trained on budget planning processes. |
| 3. 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 | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Ongoing training is provided to faculty regarding the program review process. This year we are able to include an additional form on the college annual review form so that the CTE Program Reviews are being updated simultaneously. CTE 1 year Program Reviews are 100% up to date for all programs at this time.  Ongoing Labor Market Information (LMI) training is also available through EMSI who provides LMI information through software we purchase. |
| 4. 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 | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Articulation is an ongoing process. Articulation handbook is being developed to streamline processes.  New website was built and is currently being completed. All agreements that will expire soon are being renewed. |
| 5. 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 | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Some computers have been replaced with more recent versions. There is still a need for current technology in the office. |
| 6. Increase Contract Education  offerings | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | We continue to increase the offerings for contract education for the Bilingual Proficiency Exam. We increased the tests given by 150 between the 14-15 and 15-16 academic year. |
| 7. 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 | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | We have built the CTE page and are in the process of completing all information on the page. We wish to have a greater online presence for our CTE Programs, articulation, and dual enrollment processes. We continue updated the page weekly so all progress and processes are transparent. |

1. List new or revised goals (if applicable)

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| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| **Incorporate Strong Workforce Task Force 25 recommendations and WIOA Guidelines.** | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | **Strong Work Force recommendations were established for the purpose of expanding the availability of quality community college career and technical education and workforce development courses, programs, pathways, credentials, certificates, and degrees.**  **To facilitate program coordination and alignment with other workforce training, education, and employment services in the state, the Strong Workforce Program will comply with the California Strategic Workforce Development Plan, and the Workforce Innovation and Opportunity and expand upon existing consortia infrastructure** |
| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| **Establish new software that will assist in employment tracking of CTE students.** | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | **The JobSpeaker software will allow us to track how students are doing in their job search and give us the ability to reach students of all majors with job opportunities and events. With this we will be able to not only track students but track and maintain a relationship with our employers. This software will also allow us to better report the employment trends and numbers among our BC CTE students.** |

**III. Trend Data Analysis:**

Highlight ***any significant changes*** in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics (gender, age and ethnicity).

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|  | **2014-2015** | | **2015-2016** | |
|  | **CTE Students** | **%** | **CTE**  **Students** | **%** |
| **Female** | 7,258 | 50.9% | 7,813 | 50.3% |
| **Male** | 6,806 | 47.8% | 7,520 | 48.5% |
| **Unk** | 184 | 1.3% | 185 | 1.2% |
| **SUM** | 14,248 |  | 15,518 |  |

With a rise in total CTE Enrollment by 1,270 students we see a rise in both male and female students between the 2014-15 and 2015-16 academic years. The percentage of male, female, and unknown students in relation to total CTE Students does not change much.

1. Changes in enrollment (headcount, sections, course enrollment and productivity). **Does not apply**
2. Success and retention for face-to-face, as well as online/distance courses. **Does not apply**
3. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.

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| **WORK EXPERIENCE** | | |
| **TERM** | **CENSUS COUNT** | **END OF SEMESTER COUNT** |
| Summer ‘14 | 75 | 52 |
| Fall ‘14 | 166 | 124 |
| Spring 15’ | 135 | 123 |
| Summer 15’ | 85 | 55 |
| Fall 15’ | 149 | 131 |
| Spring 16’ | 171 | 147 |
| Summer 16’ | 59 | 44 |

During the Summer 2016 session, work experience courses were changed from a general work experience to major specific work experience courses. Multiple majors were added under the Agriculture, Culinary and Business departments. The faculty of record is currently in the process of adding additional majors.

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| **Educational Advisor Appointments and Outreach** | | |
| **Academic Year** | **Appointments and Walk-Ins** | **Outreach Activities** |
| 2014-2015 | 2,848 | 21 |
| 2015-2016 | 2,251 | 36 |

The three CTE Educational Advisors in FACE 16 continue to offer advising services to our CTE course enrolled students. On average the advisors see 150-200 students a month. During the 2015-16 academic year, advisors placed focus on CTE specific outreach opportunities and classroom presentations so you will notice a drop in the amount of appointments seen. For the 2016-17 academic year we have assigned each of the advisors majors. We are switching to major specific advising so we can better serve our students.

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| **Internship Program** | | |
| **2014/15** | **Internship Placements** | **New Sites Developed** |
| Summer | 2 | 2 |
| Fall | 6 | 5 |
| Spring | 5 | 5 |
| **Total** | **13** | **12** |
| **2015/16** | **Internship Placements** | **New Sites Developed** |
| **Summer** | **3** | **2** |
| **Fall** | **5** | **6** |
| **Spring** | **6** | **6** |
| **Total** | **14** | **14** |

The CTE Office is currently trying to build the internship program. Some of the roadblocks we are facing are that the internship program used to be linked to the general work experience course and because of Title V regulations is now being required to be changed to TOP Code specific work experience courses. Students were previously allowed to enroll at any time during the semester as long as they could meet requirements which is no longer the case. We also have experience lack of faculty involvement in being an assigned faculty advisor in the major career fields. We have updated marketing materials for the Internship Program and are working to get more faculty on board so we can build the program. We will also be collaborating in regional internship partnerships to develop best practices for internship programs. We have assigned an educational advisor to work half time advising and half time on internships. We also now have a Job Development Specialist in the office to help with the case management process, internship placements, internship preparation and soft skill building.

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| **Articulation Agreements** | |
| **Year** | **# of active agreements** |
| 2016 | 100 |
| 2015 | 125 |
| 2014 | 143 |

The CTE Office currently has 100 active articulation agreements with various high schools in Kern County. You will notice a drop over the past two years in the number of agreements. The drop was a result of psychology and Spanish being removed from the approved articulation courses. We also had a few courses that were not approved in the last academic year as well as some high schools that have not updated curriculum to keep the agreements current.

**IV. Program Assessment (focus on most recent year):**

Use attached **Assessment Report Form AU Tab**

1. Describe *any significant changes* in your program’s strengths since last year.
2. Describe *any significant changes* in your program’s weaknesses since last year.
3. If applicable, describe any unplanned events that affected your program.

**V. Assess Your Program’s Resource Needs:** 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.

* Career and Technical Education is requesting that two advisor positions be generally funded. According to Perkins IV regulations, after three years of funding a position it is considered supplanting. We have been out of compliance in this area for some time now. We need an additional funding source for two educational advisors.
* With the Strong Workforce funding coming from the State Chancellors office, there is a great need to hire an additional advisor to make sure we are incorporating the Strong Work Force twenty five recommendations. If the two advisor positions are funded generally we can hire an additional advisor.

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.
3. What professional development opportunities and contributions can your program make to the college in the future?
4. Facilities:
5. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?

* Construction in the FACE 16 CTE Office last academic year provided extra office space so that a Job Development Specialist could move into the office. By having the JDS in the CTE Office, students are able to take care of all services in one office and do not have to visit multiple offices on campus.

1. How will your Facilities Request for next year contribute to student success?

* The facilities request for new carpet will provide a safer environment for students.
* Faculties request for new paint and ceiling tile replacement will improve the aesthetics in the CTE Office providing a more pleasant environment for the hundreds of students who visit out office weekly.

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? Does not apply
2. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success? Does not apply
3. Discuss the effectiveness of technology used in your area to meet college strategic goals.

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. Positions have been funding longer than the three year federal guidelines, so we are out of compliance on the Perkins IV funding.
* Asking for 1 additional CTE Advisors funding source could be Perkins IV if the other two advisors are moved to general funding. The total cost of hiring an additional advisor is $84,166.97 provided that VTEA does not continue to fund existing two Ed Advisors. Could consider SSPS or Equity Funding.
* If VTEA cannot support existing Ed Advisors must institutionalize funding source at cost of $250,000.

**VI. 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). 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 Job Placement.