



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**

(Refer to the [Program Review Handbook](#) when completing this form)

SERVICE AREA/
ADMINISTRATIVE UNIT:

Academic Year: FULL PROGRAM REVIEW Date Submitted:

Academic Year: ANNUAL UPDATE #1 Date Submitted:

Academic Year: ANNUAL UPDATE #2 Date Submitted:

By:

Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Data
4. Policies & Processes
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Mission and Vision

A. Service Area/Administrative Unit Mission

Provide a skilled workforce through credit-based classes and contract training that meets the needs of employers and provides students with relevant 21st century career and technical education that leads to academic achievement and successful employment in a global economy.

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

The Barstow Community College Workforce & Economic Development Department (WEDD) values each individual student and supports student learning and career and economic development by providing the necessary programs and services designed to enhance the overall learning experience of our students. We are committed to an on-going process of assessment designed to monitor and improve the effectiveness of our programs to our students, community, nation, and partners. WEDD faculty and staff work in a professional manner with students, colleagues, and administrators, treating everyone with the respect and dignity they deserve while supporting the college's Mission Statement.

C. Describe how mission and vision align with and contribute to the College's Mission and Vision

In alignment with BCC's Mission Statement CTE/WEDD provides a skilled workforce through credit-based classes and contract training that meets the needs of employers and provides students with relevant 21st century career and technical education that leads to academic achievement and successful employment in a global economy. CTE/WEDD contributes to meeting Barstow Community College's Mission of being an accredited, open access institution of higher learning committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth. CTE/WEDD offers traditional and distance education courses, programs, and pathways designed to enhance student success, leadership development, and career opportunities, enabling all in the community to thrive in a changing global society.

Furthermore, we provide contract training education options, incumbent working training, and other grant programs to provide additional educational options to populations such as current and transitioning military members, incumbent workers, dislocated workers, K-12 students, and others.

2. Service Area/Administrative Unit Description and Overview

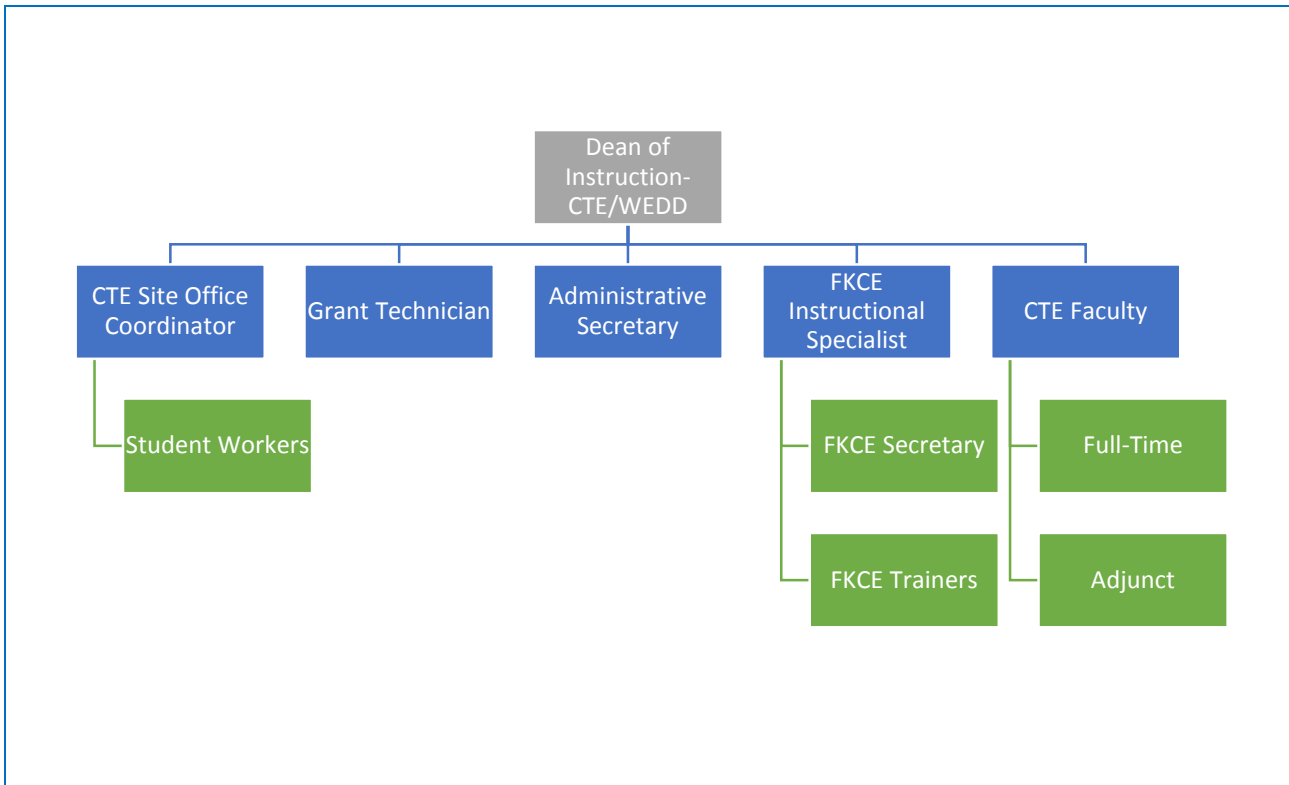
Assume the reader does not know anything about the Service Area or Administrative Unit. Describe the unit, including—but not limited to—the following:

A. Organization, including staffing and structure

The Workforce & Economic Development Department (WEDD) consists of the Business and Workforce Division (BWD) which oversees credit-based vocational classes and the Career and Technical Education Workforce Development Division (CTEWD) which conducts contract training for employers.

The current positions within the CTE/WEDD Department are as follows:

- Dean of Instruction, CTE/Workforce & Economic Development
- CTE Site Office Coordinator
- Grant Technician
- Administrative Secretary
- FKCE Instructional Specialist
- FKCE Secretary
- FKCE Trainers



B. Who do you service (including demographics)?

WEDD serves a diverse population of students, trainees, and employers locally, regionally, state-wide, and nationally through credit-based Career Technical Education (CTE) classes and through contract training for various employers. We serve traditional and non-traditional populations of students: active military/veterans, incumbent workers, foster and kinship caregivers, and dislocated workers.

C. What kind of services does your unit provide?

CTE/WEDD provides education and training for workforce development and economic improvement. We assist students and trainees obtain employment. Provide student services and instructional support. WEDD meets grant deliverables including but not limited to: outreach, career exploration, employer engagement, aligning secondary and postsecondary pathways, student project-based learning, and integration of basic math, writing and other soft skills into program offerings. The Child Development Department obtains grant funding to assist students in the child development program. We provide third party industry recognized certifications including National Center for Construction and Education Research (NCCER), American Welding Society (AWS), Occupational Safety and Health Administration- California and Federal (OSHA), and BCC’s Emergency Medical Technician (EMT) program is a State approved program and issues certificate of completions that can be used in the National Registry of EMTs & California. Other program’s curriculum prepares students for industry recognized certifications such as Automotive Service Excellence (ASE) and California State Board Cosmetology License.

We hold an annual CTE STEM Summer Youth Program to approximately 75 students. This 4 week program is available for 5th-8th grade students free of charge. This program provides students with STEM education through project based learning. Each year different components are selected and students also get information on their educational pathway from K-12 to post-secondary education to employment by visiting and getting college information and visiting related employers. Students also participate in a variety of community service and fun events.

We provide free training to the community and parents of foster and kinship children through the Foster and Kinship Care Education (FKCE) program. The Foster and Kinship Care Education program continues to

stay connected with County and local foster and kinship parents to provide up to date training. The program continues to collaborate with County of San Bernardino- Children and Family Services to ensure that their trainings meet their in-service training requirements. FKCE continues to ensure their classes are current on different bills and acts that affect their foster and kinship families.

Perkins grant funding allows us to offer a textbook lending library to special populations through the Vocational and Technical Act (VTEA) program.

During the 14/15 year and moving into the 15/16 year we had academic counseling services provided at the State St. site. We also have a computer lab available for students to use during office hours.

D. How do you provide them?

Services are provided through contract training and credit-based classes (day, evening, online, and hybrid). We provide staff that is available to assist students in enrollment and other student services. We obtain grant funding to assist students, trainees, and parents/guardians by provide staff necessary to provide all services above.

To obtain grant funding WEDD networks with consortiums and partnerships to submit group grant applications, attend meetings to discuss how grant deliverables will be met, and submit collected data and completed reports.

CTE faculty receives specialized training and certifications necessary to meet industry needs.

WEDD assists students and trainees to obtain employment by providing resume workshops, scheduling and transporting students/trainees to interviews, assisting with online applications and resume building, partnering with industry to establish internships, and provide employment leads and resources via email listserv.

WEDD provides assistance with admissions applications, registration, concurrent enrollment, financial aid information and application, transcript retrieval, and navigation of the student's online secure area.

WEDD provides outreach to K-12 by hosting and attending career fairs at BUSD, Baker USD, Silver Valley USD, Hesperia USD, Victor Valley USD, and Excelsior. We also provide an annual CTE summer youth program to approximately 75 middle school students. Hold orientations to students and parents/guardians to provide information on CTE programs.

FKCE maintains its relationship with Children and Family Services in order to provide classes aligned with the needs of Foster and Kinship caregivers to meet their yearly training requirements.

The Child Development program funds allow WEDD to purchase textbooks and give stipends to students to assist them financially with their education and to provide on-site mentoring for students to meet course requirements.

3. Data

A. SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

1) List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit:

- 1.) Provide quality education and training to a diversified population of students which meets the needs of industry in a timely and efficient manner.

- 2.) Provide a career and technical education facility, that utilizes state-of-the-art technology and other instruction equipment and tools that will enhance student learning.
- 3.) Coordinate with Deputy Sector Navigators in our region in obtaining external funding to meet the workforce needs of employers in emerging industry sectors.

2) Summarize the progress your unit has made on SAO/AUO measures since the last program review:

#1)

We provide quality education and training to a diversified population of students to meet the needs of industry in a timely and efficient manner by reviewing all two-year plans for all CTE programs and revised 4 programs- Welding, Industrial Maintenance & Technology, Supply Chain Management, and Cosmetology. Based on industry advisory input we are developing a pipe welding course and making other changes to stay current with industry or restructuring program offerings to increase enrollment in courses.

Using the two year plan for scheduling classes allows for students to complete all core requirements for each CTE program within a two year period based on full-time enrollment. During the last year we have had an academic counselor two times a week at the State St. site to assist students in their academic planning and increase student success.

We began to offer Diesel Technology courses at the National Training Center-Fort Irwin to support the scheduling needs of military personnel. This partnership allows active duty military to complete the core diesel technology certificate requirements while stationed at Fort Irwin to provide advancement opportunities and/or a trade when separating from the military. We have faculty that can proctor 608 and 609 EPA certification.

We offered one cohort of training in the area of Industrial Maintenance Mechanic with NCCER Certification for 220 hours from Oct.-Dec. 2014. We had 14 out of 15 trainees complete the training program with one gaining employment during the training. We had approximately a 50% placement rate for these trainees and many of those not gaining employment continued with other development programs through the Industry Driven Regional Collaborative (IDRC).

The newly developed Industrial Maintenance and Technology program advisory has requested additional computer skills and we have invested into Amatrol E-Learning software which from feedback from our instructor students have not been able to utilize because of the computer speed and electrical infrastructure improvement projects that are pending. The electrical issues and slow computer speed has also prevented us from offering general education coursework at our CTE site to increase completion of certificates and degrees.

Based off advisory input for Child Development because of the rural location and limited training opportunities the department hosted an Early Childhood Education workshop/training locally for instructors in the area. Based off advisory input from the Automotive/Diesel program has invested in additional automotive and diesel hands-on training simulators for laboratory hours. From advisory input the FKCE program provides trainings and workshops based off the needs of the Foster and Kinship families.

Each program in the WEDD held an annual industry advisory meeting during the 14/15 year. This valuable input helps guide our programs to align with current/future industry trends and needs.

The development and implementation of the two-year plans for each CTE program has been a success by reducing scheduling time and ensuring all core classes are being offered at the minimum of once every two years to increase student retention, completion, and success.

Training for instructors:

- 2 days simulation training on educational systems (by Klein) on 10/7/14.
- NCCER Master Trainer training May 2015
- FKCE T4T Trainings
- CHLD Instructor attended Mentor & CDTC Conferences
- 6 Saturday faculty trainings

SLOs: 100% of full time faculty completed SLOs and an average of 95% of adjuncts completed their SLOs. Any adjunct not completing their SLOs are removed from the schedule.

#2)

To continue to provide a career and technical education facility, that utilizes state-of-the-art technology and other instruction equipment and tools that will enhance students learning we have continued to invest into equipment and software for the Automotive and Diesel, Industrial Maintenance & Technology, and Welding programs. The purchases are guided from input from industry advisory committees and Deputy Sector Navigators for each pathway to align with industry trends and needs.

Some of the state-of-the-art technology purchased over the last year due to recommendations by industry advisories includes: new alignment machine and tree, tire balancer, tire changer, brake lathe, starting and charging system simulators, diesel air brake simulator, marker light/headlight trainer, Amatrol E-learning software lease, additional pump systems for the pump simulator, 3D printer, robotic educational welding cell, and others. While new equipment has been purchased the use has been limited due to the need for upgraded electrical infrastructure and internet speed at the State St. site.

We received donations from industry partners including donations from the California Water Environment Association, NRG Energy Services, and Raytheon to help improve related programs.

#3)

In coordinating with Deputy Sector Navigators in our region we have obtained external funding from a variety of grants and contract training to meet the workforce needs of employers in emerging industry sectors. In actively pursuing income from grants and contract training we were able to obtain the following:

- \$703,617 obtained in grants plus \$1,155,132 for a 4 year grant.
- \$40,000 Contract Training
- \$5,500 in cash donations

Furthermore, 5 grant/allocation applications were renewed and approved. 5 new grants applications were approved and awarded. A WEDD contract was approved and awarded for \$862,397. An IMMT contract training was awarded and completed for \$40,000.

We are participating in two regional grants including the RAMP-Up grant and the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant.

3) Describe any improvements made by your unit as a result of the outcomes assessment process:

a. What did you learn from your evaluation of these measures?

The development and implementation of the two-year plans for each CTE program has been a success by reducing scheduling time and ensuring all core classes are being offered at the minimum of every two years to increase student completion, retention, and success. Having academic counselors at our site has also been a convenience and asset for students taking courses at the State St. site, this also allows for closer contact and advising from academic counselors which can help guide, encourage, and provide other counseling services to increase student success.

CTE/WEDD continues to be responsive to industry needs by providing customized contract training opportunities and providing instruction at employer’s sites. We continue to hold regular industry advisory meetings to help guide the direction and development of our programs and have several curriculum changes or developments pending.

Over the prior year we continued to invest into equipment, tools, and other instructional supplies to provide students with a state-of-the-art facility to engage them in both lecture and lab time. Working with hands-on simulators provides students a lab experience similar to being in the field. Feedback from industry advisory has been positive on the investments into the facility and how the equipment can simulate tasks in the field. While new equipment has been purchased the use has been limited due to the need for upgraded electrical infrastructure and internet speed at the State St. site.

Coordinating with Deputy Sector Navigators in the region and other regional partners has proven successful by being awarded several grant and contract training opportunities over the 14/15 year and many potential opportunities for the 15/16 year. With this regional approach we are strengthening partnerships with community college, K12, and industry to identify and bridge gaps and increase student success in emerging sectors in our region.

b. What improvements have you implemented as a result of your analysis of these measures?

We continue to value the information provided at industry advisory meetings and hold these annually while trying to expand and diversify our industry partners to get a broader industry perspective.

With the implementation of the two year plans scheduling time has been reduced and providing these to counselors helps them with scheduling students and developing student’s education plans.

Outreach efforts continue and have seemed effective in recruiting for programs and courses having low enrollment. Outreach efforts include feeder high schools, local businesses, site visits from local high school students to State St., college and career fairs, etc.

We restructured the Cosmetology program based on low enrollment and since the restructuring have over twenty students in each new cohort.

We were approved to hire a full-time tenure track BUSI/MGMT and ADJU instructor.

The launching of the Industrial Maintenance & Technology program in the spring 2015 semester has been an improvement to the CTE/WEDD which had been in the works for some time. This helps meet industry needs and provides students with a viable educational option with many outlets for employment after program completion. With the Industrial Maintenance & Technology program being new there is no comparison data available, although we have observed successes with the Industrial Maintenance & Technology program. We continue to experience limitations for this and other programs at the State St. site due to the need for additional electrical infrastructure, ventilation, and increased internet speed to meet the needs of our students and the growth of our programs.

To meet the student demand of some programs in the 14/15 year we began to offer a Saturday welding course, a Friday evening/Saturday morning automotive course, and are offering WELD 56 in both the spring and fall semesters rather than just once a year.

c. *What improvements do you plan* to implement as a result of your analysis of these measures?*

*(*List any resources required for planned implementation in #10: Resources.)*

During the 15/16 year we plan on increasing electrical capacity, ventilation, and internet speed at the State St. site in order to effectively serve the students enrolled in courses at the site. This will allow us to increase enrollment in high demand programs and offer general education courses to increase cert/degree completion.

To increase CTE certificate and degree completion we have observed the need to offer some of the general education requirements at the State St. location. We will continue to offer academic counseling in the 15/16 school year to help students with education plans, class selection, and help identify general education courses needed for certification and/or degree completion. Once identifying which general education courses student's need we will look at scheduling these courses at the State St. site. We continue to need additional electrical, ventilation, and internet capacity to ensure student success with course completion.

We will continue to evaluate and modify programs based on enrollment numbers, student needs, advisory input, and course offerings.

During the 14/15 year and part of the RAMP-Up grant an immersive classroom is being built in the D building with scheduled completion and implementation during the 15/16 year. This will allow for other options for providing instruction to students in these RAMP-Up pathways.

CTE will look at further usage of virtual classrooms and how this can benefit students in off-site locations and how to maximize technology in the classroom.

With WEDD participating in regional grants such as RAMP-Up and TAACCCT further regional alignment of programs will be occurring over the 15/16 year. Some areas of focus include articulation, student pathways in emerging sectors, contract training, etc.

Articulation with feeder high schools will be continuing into the 15/16 year designed to help students in their educational pathways and provide a cohort of students to increase enrollment in classes.

BCC and BHS are looking at partnering on a Career Pathways Program which will allow eligible high school students to take college classes here at State St. during their normal high school day. This will allow students participating to get a head start on a certificate or degree in the chosen pathway. This will also help fill future classes while meeting industry needs.

The WEDD is continuously seeking new grant and contract training opportunities. We were awarded two additional cohorts of IMM contract training through the IDRC and wrote a proposal for Supervisor Lovingood's office for a cohort of IMM contract training. We will be writing a grant for Southern California Edison (SCE) for both student scholarships and for funding for our annual CTE Summer Youth Program. We also wrote a mini grant through Prop 39 and are waiting on approval for the funding to go towards the development of a pipe welding course which has been requested from industry in advisory meetings.

Among other grant deliverables the WEDD will be increasing employer engagement opportunities for students including employment opportunities, internships, guest speakers, industry tours, etc.

B. OTHER ASSESSMENT DATA

1) List all OTHER quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

Completion Rates, Success/Retention Rates, Full-Time/Part-Time Service Professional Ration, FTES Targets, Student Engagement, other representative measurable data, Perkins Data, student/trainee satisfaction surveys. Industry surveys. Questionnaires from industry partners and meeting minutes obtained from the Advisory Committee Meetings allows us to gauge whether we are meeting the industry needs of the community and our partners. We continue to be unable to obtain accurate FTES data from Campus Data for this reporting period.

2) Summarize the results of these measures.

CTE programs/classes for FY 14/15
Retention (Census to EOT): 83%
12 certificates and 90 degrees issued (represents 30% of BCC degrees issued)
Success rate: 47%
FTES: Has an error message – data cannot be obtained from campus data at this time

3) Describe any improvements made by your unit as a result of other assessment data listed in #1:

a. What did you learn from your evaluation of these measures?

Through surveys diesel was identified as a need for Fort Irwin.
Offer general education courses at State St.

b. What improvements have you implemented as a result of your analysis of these measures?

Began offering Diesel credit based certificate core classes to active duty military at Fort Irwin.
Offer general education courses at State St.

c. What improvements do you plan* to implement as a result of your analysis of these measures?

(*List any resources required for planned implementation in #10: Resources.)

4. Policies & Processes

A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

- 1.) Cal Cards are no longer used within the department.
- 2.) Forms are changed without notification
- 3.) Turnaround time on paperwork
- 4.) Status of curriculum items

B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

1.) Because of the rapid changes occurring within the department, all purchases cannot be planned or predicted (therefore open POs are not always possible)

Since the Business Office must place all orders for the entire college, their increased workload prevents them from processing orders quickly. If department cal cards were used, staffing issues or workload in the Business Office would not be a problem with getting items needed for daily operation within the department.

Department workload is increased due to the process required to submit requests to the Business Office for them to process registration fees, hotels, and other reservations required for travel for faculty. It is quicker and more efficient for each department to use cal cards to schedule their own travel and would eliminate the need to constantly check with the Business Office to see if reservations have been made. It would also help ensure that the hotel where the conference is held is still available.

Because of the delay caused by having the Business Office place all orders, prices often increase and items are no longer available. For instance, FKCE orders placed in early April for instructional materials and the charges were not reflected in the system until August, resulting in the materials not being available or increasing in price. If the department had used their own cal card, the items ordered would have still been available and purchased much more quickly and at a lower cost.

Expense tracking has become a problem. We closely monitor our expenses and POs are often changed (amounts and/or accounting codes) without notifying the Grant Technician. The final expense amounts are often not known by the department until it shows up in the system. If the Business Office uses a cal card, this could be a delay of up to 3 months after the order is placed.

Often, the PO is not sent to the department and we seldom know the item(s) can be ordered (on open POs) or that licenses are now available for use. We now have to track the status of our orders, causing additional workload on the department and the Business Office. All this could be avoided with the use of department cal cards.

These delays also cause problems with reports due to the Chancellor. When cal cards are used by the Business Office, the expenses may not post for up to 3 months and we have no idea what the expense is until after reports are due. Invoices or expenses charged to Business Office cal cards are not received by our department, and therefore have to be requested so that they can be sent with grant reports. Additional time and effort are being spent by the Grant Technician and the Business Office to get backup paperwork that would readily be available in the department if the department had their own cal cards.

2.) Forms have seemed to increase in difficulty over the past review period. Sometimes forms are changed without notification to those who are using the forms and this causes duplication of work and inconvenience to students or those dealing with processing the forms. We think effective communication can help with a lot of the issues we experience with the forms and processes. Even internally there may be cases where one department may not be aware of the correct process causing duplicated efforts by students and staff/faculty/administration.

3.) Turnaround time on paperwork can affect us meeting timelines on grants, contracts, etc. This can result in our departments effectiveness on meeting grant and contract deliverables. Many of this was result of the removal of cal cards addressed in item 1. The new processes for travel, purchase orders, etc. can take much longer and are more difficult to track status of because the route each process must make to be approved. Communication and follow-up are required to get a status update of a pending item that previously could be done in a streamlined fashion internally to our department.

4.) Curriculum process, updates, timelines etc. have been a focus of the WEDD during the 14/15 year since we have had many curriculum items submitted and only few have been approved. These changes can affect how we offer programs and the enrollment and completion of certs/degrees. We have pending changes or approvals waiting for many of our programs including Industrial Maintenance & Technology, Welding, Photography, Logistics/Warehousing, etc. which have been pending for some time. While we understand this process can be lengthy it would be beneficial to have an idea of where the curriculum items are in the process example: tech review, curriculum committee, chancellor's office, etc. We have searched for minutes or agendas of these committees which may have provided feedback but were unable to locate a complete history of these.

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

1.) Re-issue cal cards to CTE due to the reasons listed in 4B.

2.) Notifications sent out to all departments utilizing the forms regarding the change being required for travel, late add petitions, concurrent enrollment recommendations, etc. and ensuring that everyone has a clear understanding of the changes.

3.) Establish and define streamlined processes which are effective for all departments in meeting timelines and deadlines.

4.) Establish a system of allowing the WEDD and other areas of checking the status of curriculum changes to allow for scheduling and planning of programs and curriculum offerings.

5. Internal Factors *(see Handbook for additional information)*

A. Strengths: *Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.*

Staff, Administration, Faculty:

WEDD staff and faculty have developed and maintained a cohesive partnership structure with open communication and collaboration. We continue to develop a new perspective and commitment to the college's goals of integrity, respect and open communication with each other, the college, and the community.

- Hired full-time Industrial Maintenance & Technology instructor.
- Hired full-time Business/Management instructor.
- Recruitment began for a full-time Administration of Justice instructor.
- Reclassified the CTE Secretary position to CTE Site Office Coordinator.
- FKCE had an interim part-time secretary for the 14/15 year.

Professional development for the 14/15 year included:

Faculty:

- Industrial Maintenance & Technology instructor became Master NCCER Certified, completed AWS CWI Seminar
- Adjunct faculty member was trained in OSHA 10 and 30
- Saturday instructor trainings with topics including: Technology Usage, Program Review, PLOs, Advisory Meetings, 2-Yr Plans, Articulation, Student Success, Teaching Demonstrations, CurricuNet, DSN, Policies procedures and protocol, online teaching demo, SLOs, Outreach and job fairs, Strategic Planning Retreat, safety security and reporting, Moodle.
- Specialized training and cross-training on newly purchased equipment
- Full-time Child Development instructor attended Fall Coordinators Meeting, Mentor Meetings in VVCC, SBCSS Child Care Planning Council VVCC, CCCECE Spring Meeting/Training VVCC, CDTC Conference, SLO and Student Success training, and Non-credit based training for curriculum.

Administration:

Dean of Instruction, CTE/Workforce and Economic Development: Inland Empire Desert Regional Meetings, VVCC District Consortium Meetings, Region 9 meetings, Cerritos, Atkinson, Attorney training for dismissal of faculty, CCAOE Conferences, Ramp Up and TAA Grant meetings, IEDRC Annual Planning Retreat, Counselor Conclave.

Staff:

FKCE- T4T Training on Sex Trafficking, meetings. Instructional Specialist – Advisory Board Meetings, Kinship Advisory Meetings, Foster Advisory Council, Sexual Assault Advisory Meeting, Meet & Share, Curriculum Institute Conference.

CTE Site Office Coordinator attended and complete the 14/15 President’s Leadership Academy.

Cross-training

We utilize cross-training when needed to meet departmental goals. We cross trained one of our adjunct faculty business instructors in OSHA training. We also utilize cross-training with limited staff to better serve students.

With restructuring of the CTE/WEDD department including the reorganization and reclassification of the CTE secretary and funding for staff in new grants we are still determining the CTE/WEDD staff needs. This can fluctuate rapidly based on regional grants, contract training, and other programs offered through the department requiring additional staff in meeting departmental goals.

Facilities & Equipment 14/15

We continued to utilize the training simulators in contract training offerings and credit based courses. Through regional grants we have continued to invest into equipment in emerging and high demand pathways identified through our region. We purchased additional equipment for the automotive and diesel programs, industrial maintenance and technology, welding, and electrical. We began the process of converting the computer lab in the D building to high tech immersive classroom. We identified programs in which increased equipment is needed such as welding where more welding machines are needed, but we need to have additional power and ventilation to install the new welding machines.

Distance Education

Classes are offered online, hybrid, and through video conferencing. The immersive classroom in the D Building is nearing completion which will allow for a variety of different methods for delivery of instruction. We continued to utilize the Amatro E-learning software which is used in the industrial maintenance & technology and other related programs. This software is web based and can be accessed from college or student computers. With limited electrical power and internet capacity the use of this and other web based programs has been hindered. All CTE/WEDD Instructors teaching online courses successfully completed Moodle training through the online office. Sandi Thomas and Nance Nunes-Gill are part of the Distance Education Committee at BCC.

Curriculum

Much work has went into the scheduling of each CTE program. Two-year plans were developed for each program and provided to counselors to assist with student scheduling and planning. In each two year plan all core courses for a degree or certificate are offered during the two-year time frame which leads to certificate and degree completion and planning and scheduling time has been reduced.

During the 14/15 year we implemented recommendations by the advisory committee's input and submitted curriculum changes including course name changes, new courses, program name changes, archiving courses, etc.

Some programs have been developed to meet professional and industry Standards through the National Center for Construction Education and Research (NCCER), American Welding Society (AWS), Division of Apprenticeship Standards (DAS), and Automotive Service Excellence (ASE).

All CTE faculty members have identified Student Learning Outcomes (SLOs) and method of instruction to CTE courses.

In collaboration with the Fort Irwin Education Center we began offering diesel technology courses to active duty military and discussions about expanding other programs to meet their needs including welding technology.

Industrial Maintenance Mechanic Technology (IMMT) courses have gone through the curriculum committee and approved by the Desert Regional Consortium and is pending approval with the Chancellor's Office. The 60, 70, and some of the 80 series levels of classes have been approved. We began this program during the spring 2015 semester.

Reviews of several programs within the CTE department have been completed to ensure they are staying current with industry trends and student success. Changes are being made to Logistics/Warehousing, Photography, Automotive/Diesel, Welding, Child Development, and Electrical.

Meeting Grant and Program Deliverables

WEDD continues to receive and submit applications and receive annual funding on the following grants:

- Perkins Title 1C Grant (program 0318): The intent of this grant is to develop the academic, career and technical skills of students who enroll in CTE vocational programs. WEDD will meet these fund requirements by:
 - Professional Development (faculty)
 - Develop, improve, and expand use of technology in CTE programs
 - Work-based Learning Experiences for Students
 - Assessing Needs of Special Populations
 - Improve quality of CTE Programs

- CTE Transitions: The intent of this grant is to facilitate the transition of CTE students from secondary to postsecondary to high skill, high wage, and high demand occupations. These annual funds are expected to continue until the Perkins Tech Prep program is reinstated. WEDD plans for use of these funds include:
 - Outreach/Career Exploration
 - Professional Development
 - Consortia Meetings
 - Articulation
 - Support for concurrent enrollment
 - Support for coordination of work-based learning/internships/placement at the postsecondary level.

- CEC Mentor Grant (program 0305): High Desert Regional - Mentor Program – Barstow College and Victor Valley College have collaborated to offer the Mentor Program for our students. This program is designed to provide quality mentors for our Practicum Students. The Mentor Program pays the Mentors a stipend for each student they mentor. The Mentors provide a minimum of 108 hours of mentoring to students per semester during the 14/15 year.

- CDTC (Program 0304): Barstow Community College collaborates with Yosemite Community College District Child Development Training Consortium to provide support and networking for Professional Growth Advisors as well as assisting students through education stipends, conferences, and textbooks. We receive 225 units which equals \$5,635.00 that is to be used for our students who are currently working in the field of early childhood education. The grant is an incentive for students to get their permits and degrees in ECE. We have had this program for 4 years and have earned all the units each year. Last year we assisted 25 students.

- Foster and Kinship Care Education (FKCE) Program:
The mission of the Foster and Kinship Education Program is to provide quality education and support opportunities to caregivers of children and youth in out-of-home care, so that these

providers may meet the foster children’s educational, emotional, behavioral, and developmental needs.

- In 2014/15 FKCE served 511 participants.
- In 2014/15 FKCE provided 637 hours of training.

In FY 14/15, WEDD collaborated with various agencies to obtain new funding as follows:

- Barstow Community College was awarded the TAACCCT Grant (program 0326) as part of the Inland Empire Region Consortium. The Trade Adjustment Assistance Community College & Career Training grant provides support over a period of 4 years for the development of model training programs at community colleges, which funds:
 - Curriculum Development
 - Delivery of Instruction (including innovative use of technology)
 - Equipment Purchases
- During FY 14/15, BCC entered into an agreement with VVCCD to obtain the RAMP Up grant (program 0327), designed to streamline career pathways leading to jobs within the region.
- The Inland Empire/Desert and San Diego/Imperial Regional received a joint non-competitive Prop 39 grant (program 0328) to support program improvement. Funding includes the following:
 - Supplies and Equipment
 - Faculty Professional Development Activities
 - Curriculum/Program Development
- CTE Enhancement (program 0330) allocation was received in collaboration with the Inland Empire/Desert Region which allows for California Community Colleges to develop, enhance, retool, and expand quality career technical educational offerings.

B. Weaknesses: *The program or department’s **internal** vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department’s capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.*

Insufficient Staffing

While the CTE secretary was reclassified to the CTE Site Office Coordinator there is still insufficient staffing because of new grants awarded during the 14/15 year including RAMP-Up and TAACCCT. During the 15/16 year we plan to hire a Director of CTE Grants to oversee the grant deliverables, data collection, reporting, etc.

With restructuring of the CTE/WEDD department including the reorganization and reclassification of the CTE secretary and funding for staff in new grants we are still determining the CTE/WEDD staff needs. This can fluctuate rapidly based on regional grants, contract training, and other programs offered through the department.

Based on the results of the survey at Fort Irwin we need additional full-time faculty to meet military families' educational needs.

Distance Education

Improvement in the internet capacity at State St. is needed in order to meet the demands of new and emerging technology and to run programs and offices efficiently.

Instruction

While we were able to hire a full-time tenure track BUSI/MGMT and Industrial Maintenance & Technology faculty members and are recruiting for a full-time ADJU instructor there are many other departments that lack full-time faculty to meet the program curriculum and paperwork demands in a timely manner.

Lack of flexibility to obtain contract trainers at market rates and with the requisite skills and certificates to meet training demands.

BCC Processes

The inability to obtain timely approval of contracts, requisitions, purchase orders, financial reports, staffing requests, etc. affects WEDD's ability to meet demands in a timely manner.

External Funding

While we have recovered from the turnover in the Dean position over the 14/15 year and are involved in some large regional grants and provided some contract training. Funding continues to be affected because we are unable to proceed with some contract training/credit based opportunities on a regional and national level due to delays in electrical upgrades, ventilation, and internet capacity.

Facilities and Equipment

Electrical infrastructure, ventilation, and upgrading of the internet capacity not being completed has limited program expansion or offering courses to increase certificate and degree completion. In order to serve our students and trainees to the best of our abilities we still need additional electrical work in several of our bays at the State St. facility. Also, because of high enrollment in the Welding Program

additional electrical infrastructure and ventilation needs to be upgraded in order to install more welding machines to meet the needs of students and trainees. Adding additional electrical and increasing internet capacity would help increase enrollment and growth in the programs. Updating the internet capabilities continues to be a weakness because it doesn't efficiently serve our staff, students, and trainees. All of our classes and students are affected in some ways by the electrical upgrades not being completed because each bay can lose power when overloaded causing the breakers to trip, interruption to classes/trainings, and corrective action from staff is necessary to continue operations. The internet capacity directly affects the photography, Industrial Maintenance & Technology courses (since we have specific software packages that run on the computers), and other programs wishing to utilize the computer labs for special projects. One goal of ours is to offer general education courses at the State St. site to increase cert/degree completion at a convenience to students but we haven't been able to move forward without the necessary electrical and internet upgrades.

Distance Education

Looking at implementing the Industrial Maintenance & Technology program online but have experienced difficulties with meeting the Online Education Initiative (OEI) requirements for distance education of ensuring the online classes offer the same experience if not better than what is offered live. This reduces our ability to offer this program to a broader student base and meeting the needs of industry.

Curriculum

Need a better process for determining status of curriculum changes through the curriculum process.

BCC Processes

Processes such as having department cal cards taken away, travel, purchase orders, forms, curriculum updates are all internal processes that affect how we operate and recent changes have made the tasks more difficult and time consuming reducing our effectiveness.

Policies

The CTE/WEDD is seeking a BCC policy that allows flexibility for recruitment and compensation of contract trainers. A policy allowing for the hiring of contract trainers that are not available locally.

6. External Factors *(see Handbook for additional information)*

- A. **Opportunities:** *Current trends and events occurring **outside** the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.*

Partnerships

WEDD's ability to respond rapidly to partnership needs results in a supportive collaboration and continues to expand the number of partnerships through customer satisfaction

Excelsior Charter Schools Barstow CTE Academy opened at the State St. site during the 14/15 school year.

Partnering on RAMP-Up Grant with Victor Valley College and Barstow Unified School District. Partnering with Chaffey College and other colleges within the region on the TAACCCT Grant. These regional partnerships bring funding to expand programs and other regional goals.

Partnered with the Fort Irwin Education Center in providing diesel certificate training to active duty military at Fort Irwin to provide military members either advancement opportunities and/or a career pathway once separating from the military.

The opportunity exists to build upon the partnerships already established with area educational institutions and local business and industry. This will allow BCC to increase funding and future enrollments as well as fulfill the college's mission to promote local economic development.

Strong advisory committees for each WEDD program helps guide our programs to meet industry standards.

The identification of regional Deputy Sector Navigator in emerging sectors and coordinating with them with our related programs helps guide programs and get insight on grants and other opportunities throughout the region on these emerging pathways.

External Funding

WEDD has established prudent fiscal policies and procedures to ensure maximum utilization of external funding obtained through grants, contracts, and donations/support from partners.

WEDD continues exploring Employment Training Panel (ETP), FEDBID, and Grants.gov to find future funding to replace expiring grants.

An additional FY grant application for Southern California Edison (SCE) will be submitted during the 15/16 year.

Contacting partners to consider additional Workforce Investment Board (WIB) funding for contract training.

Additional grant and contract training funding opportunities are continually being explored to provide funding to continue to offer programs and services to students, K-12 partners, and the public.

Partner donations, internship opportunities, and scholarship funding has been a great opportunity for the CTE/WEDD department to provide our service populations additional opportunities, new equipment and improved facilities, and assistance with their educational pursuits.

Resources

Having the Career Education and Workforce Development Center at State St., qualified instructors and staff, and state-of-the-art tools and equipment provides us an opportunity to meet our partner's needs effectively.

The College has the opportunity to continue to invest in our programs that provide us with a competitive advantage in the high desert. We have a state-of-the-art facility equipped with training simulators and training simulation software. These improvements and abilities provide our students and trainees the best educational and training opportunities and meet the needs of our partner's effectively.

B. Threats: *Current trends and events occurring **outside** the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.*

- Funding availability, WEDD is dependent upon ability to obtain external funding, such as grants and contracts.
- Alignment with TMC transfer with some credit-based programs.
- Workforce Investment Board (WIB) policies and procedures for contract training cause significant challenges, such as recruitment, placement requirements for training participants, and delays in issuing Purchase Orders and receiving payment for services.
- Still experiencing threats with Instructor availability, challenge to obtain qualified instructors and trainers who can meet specific requirements for the contract deliverables is further challenged by our remote location, timeframes for deliverables, and an inability to obtain qualified instructors at an equitable pay structure.
- While we have been able to hire a full-time Industrial Maintenance & Technology, Business/Management, and approval to hire an Administration of Justice instructor many areas still lack a full-time faculty member and having one in these areas would help in being able to update curriculum, complete SLO's and PLO's, program reviews, build and strengthen advisory committees and internship opportunities for students and other required paperwork and obligations.
- Insufficient staffing can lead to increased pressure to address mandates from the state and feds forcing and/or driving implementation of process and the hiring of personnel not currently part of our strategic priorities and/or mission.
- With restructuring of the CTE/WEDD department including the reorganization and reclassification of the CTE secretary and funding for staff in new grants we are still determining the CTE/WEDD staff needs. This can fluctuate rapidly based on regional grants, contract training, and other programs offered through the department.

7. Continuing Education/Professional Development

A. What continuing education and/or professional development activities have program/unit members attended during the current cycle?

Dean of Instruction, CTE/Workforce and Economic Development attended the following: Inland Empire Desert Regional Consortium Meetings, Victor Valley Community College District Consortium Meetings, Region 9 meetings, Cerritos, Atkinson, Attorney training for dismissal of faculty, CCCAOE Conferences, Ramp Up and TAA Grant meetings, IEDRC Annual Planning Retreat, Counselor Conclave.

Full-time Child Development Instructor/SLO Coordinator: Fall Coordinators Meeting 9/14, Mentor Meetings in VVCC, SBCSS Child Care Planning Council VVCC, CCCECE Spring Meeting/Training VVCC, CDTC Conference, and Student Success Conference.

Full-time Industrial Maintenance & Technology Instructor: NCCER Master Trainer Certification, AWS CWI Seminar

Saturday Trainings (6): included the following topics: Technology Usage, Program Review, PLOs, Advisory Meetings, 2-Yr Plans, Articulation, Student Success, Teaching Demonstrations, CurricuNet, Deputy Sector Navigators (DSN), Policies procedures and protocol, online teaching demo, SLOs, Outreach and job fairs, Strategic Planning Retreat, safety security and reporting, Moodle, grant deliverables, and other current topics and goals.

Foster and Kinship Care Education: T4T Training on Sex Trafficking, meetings. Instructional Specialist – Advisory Board Meetings, Kinship Advisory Meetings, Foster Advisory Council, Sexual Assault Advisory Meeting, Meet & Share, Curriculum Institute Conference.

Klein simulation training for full-time Industrial Maintenance & Technology Instructor (2 days) 10/7/14. Adjunct Faculty member was sent for OSHA training to be able to certify students in OSHA 10 and OSHA 30 for contract training purposes. With the difficulties of finding local qualified instructors, WEDD takes advantage of our current faculty and cross-train in areas that can benefit the WEDD and its programs.

B. How did this benefit your department and the College?

New Staff and faculty attend conferences that support their areas of expertise. They incorporate that new knowledge and/or changed requirements in their courses and any possible curriculum changes. In addition they share this information or provide training for other faculty/staff at the Saturday CTE trainings and/or Best Practice/All Division meetings.

By attending workshops/trainings/conferences staff and faculty are networking with other college representatives and industry partners that build on a working relationship.

C. What are the plans for continuing education and/or professional development in the upcoming cycle?

CTE faculty meetings have resumed and been scheduled for the 15/16 year to provide instructional support. Since our last program review we did hire the full-time Industrial Maintenance & Technology Instructor and have sent him for NCCER Master Trainer Certification which he received and now enables him to certify or recertify faculty which has already been beneficial and reducing long term costs by training one new adjunct faculty NCCER Industrial Maintenance & Technology Instructor and an NCCER proctor for the State St. site. Other professional development opportunities will be provided depending on their importance, availability of funding, and alignment with departmental/college goals, mission, and vision.

8. Prior Goals/Objectives

Briefly summarize the progress your program/unit has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. (Include measurements of progress or assessment methods.)

If the department does not have prior goals and objectives, please explain.

Goal #1) Provide quality education and training to meet the needs of employers in a timely and efficient manner.

Objective #1 was to provide certificate and degree programs

Much work has went into the scheduling of each CTE program. Two-year plans were developed for each program and provided to counselors to assist with student scheduling and planning. In each two year plan all core courses for a degree or certificate are offered at least once during the two-year time frame which leads to certificate and degree completion and planning and scheduling time has been reduced.

Objective #2 was to provide quality instruction and training

We have increased our ability to provide nationally recognized third-party certifications including NCCER and AWS to students enrolled in programs offering these. With our full-time Industrial Maintenance & Technology instructor being NCCER Master Certified this allows him to train or re-train our craft instructors in-house which saves on training costs. We have sent our full-time Industrial Maintenance & Technology instructor to the AWS CWI seminar which he completed and will be re-testing to become an AWS CWI during the 15/16 year which will increase our ability to issue AWS certifications to students enrolled in credit and contract programs.

The CTE department continues to hold their industry partner advisory committee meetings as required and get input from industry outside of these regularly scheduled meetings as needed. We implement the recommendations as requested and are feasible based on strategic goals and availability of funding.

With restructuring of the CTE/WEDD department including the reorganization and reclassification of the CTE secretary and funding for staff in new grants we are still determining the CTE/WEDD staff needs. This can fluctuate rapidly based on regional grants, contract training, and other programs offered through the department.

Objective #3 was to provide quality contract training

With much focus on regional grant proposals including RAMP-Up and TAACCCT and developing during the 14/15 year contract training was limited to one cohort of training during the 14/15 year. However, during the 14/15 year we did network and work on proposals for contract training including one for Supervisor Lovingood's office and were granted two additional cohorts of the Industrial Maintenance training with the IDRC. Also, we were working on a mobile training lab to bring to employers sites to show what types of training we can offer and potentially get additional incumbent contract training projects from these demonstrations.

Goal #2) Provide state-of-the-art technology and other instructional equipment and tools that will enhance student learning.

Objective #1 was to continue to increase instructional technical capacity

Over the 14/15 year the CTE/WEDD continued to invest into the State St. facility and began work on a high-tech immersive classroom in the D building at main campus. New tools and equipment was purchased for Automotive/Diesel, Welding, Industrial Maintenance & Technology, Photography, and other programs to enhance student learning and to provide students with lab experiences similar to those in the field.

With the additional equipment purchased the State St. facility still faces limited electrical, ventilation, and internet capacity causing delays on holding classes, decreasing overcrowding issues, or holding contract training.

Objective #2 was to increase internet capacity to support high-tech labs

The internet capacity was worked on during the 14/15 year but there is still work on optimizing the connection and then testing the capacity to make sure it is adequate to support the computer labs and courses offered at the State St. site and for current needs and future needs.

Objective #3 was to embed simulation software and equipment in instruction

Simulation software was purchased for the Industrial Maintenance & Technology programs both credit based and contract but because of the limited internet capacity for the majority of the 14/15 year and the electrical infrastructure improvement project not being completed the simulation software wasn't used for all of its intended purposes. Since the computers were too slow to run the program efficiently the software was primarily used by the instructor to show to the students and by students at other locations with faster internet speeds.

Goal #3) Obtain external funds to meet the workforce needs of employers.

Objective #1 was to constantly review RFAs and RFPs for available funds

WEDD continues to regularly review Requests for Applications (RFAs) and Requests for Proposals (RFPs) for additional grant and contract opportunities that we may be able to provide services to the funding agencies and bring in additional revenue for sustainability and growth.

Objective #2 was to establish and maintain partnerships locally, regionally, and statewide

Establishing, maintaining, and strengthening local, regional, and statewide partnerships is always a focus of the WEDD. Partnering with regional community colleges and K-12 districts on grants such as TAACCCT and RAMP-Up has been an opportunity to take a regional approach to many operations and strengthens partnerships with local feeder schools and community colleges within our region. Industry partnerships are always important as they provide valuable input at advisory meetings and employer engagement activities such as employment opportunities and internships for students completing WEDD programs.

Objective #3 was to write proposals for grants and contract training

WEDD continues to receive and submit applications and receive annual funding on Perkins Title 1C, CTE transitions, CEC Mentor, CDTC, and the Foster and Kinship Care Education (FKCE) program.

Furthermore, in FY 14/15, WEDD collaborated with various agencies to obtain new funding from TAACCCT, RAMP-Up, Prop 39, and CTE Enhancements. We also completed one cohort of training in partnership with IDRC and were granted to provide two additional cohorts and wrote a proposal for Supervisor Lovingood's office for contract training in the area of Industrial Maintenance & Technology.

9. Goals/Objectives/Actions (ACTION PLAN)

- A. GOALS:** Formulate Goals to maintain or enhance unit strengths, or to address identified weaknesses.
- B. ALIGNMENT:** Indicate how each Goal is aligned with the College's Strategic Priorities.
- C. OBJECTIVES:** Define Objectives for reaching each Goal.
- D. ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
- E. OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- F. ADDITIONAL INFORMATION:** This provides space for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. (See Handbook for additional examples.)

Complete the following table with your Program’s **ACTION PLAN**, which must include a **minimum of 3 goals**:

ACTION PLAN						
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT		
#1	Provide quality education and training to meet the needs of employers in a timely and efficient manner.	<p><i>List all that apply:</i></p> <p>1. Education Success- Measurably advance student equity, completion and attainment of educational goals.</p> <p>2. Marketing and Outreach- Expand marketing, outreach, and access to our community so as to advance BCC’s image as the best small college in the high desert.</p> <p>3. Fiscal Health- Sustain and cultivate an environment that strengthens the district’s long-term fiscal</p> <p>4. Safety for All- Promote safety and security of all facets of the College community.</p>	#1	Provide certificate and degree programs	<p>a.) Review programs regularly to ensure they meet required standards. Provide 2- and 4-semester scheduling that allows students to complete a certificate in a 2-semester format.</p> <p>b.) Obtain ability to provide industry certifications that allow us to provide students and trainees with nationally-recognized skills.</p> <p>c.) Hold annual CTE advisory committee meetings to review credit-based programs to ensure they meet industry standards and needs.</p>	<p>100% of all programs will meet required standards.</p> <p>Will provide NCCER, AWS, and other industry-recognized certifications.</p> <p>Hold annual CTE advisory committee meetings and implement their recommendations where feasible.</p>
		<p>5. Campus Culture- Build a diverse and committed campus culture that promotes engagement among students, staff, faculty, the college and the community.</p> <p>6. Evidence-based Decision Making- Enhance and further an evidence</p>	#2	Provide quality instruction and training.	<p>a.) Hire and compensate highly skilled contract trainers and full-time faculty.</p> <p>b.) Ensure students/trainees are equipped with the workforce skills necessary to obtain and retain employment. Continue to work with advisory committees to ensure we are meeting workforce skill needs.</p> <p>c.) Ensure instructors are completing the assessment required to meet college, State, and industry requirements.</p>	<p>Develop a new BCC policy that allows flexibility for recruitment and compensation of highly skilled contract trainers. Hire new faculty in programs that need additional support of full-time faculty because of program growth or those without a full-time faculty member, as needed.</p> <p>90% of students/trainees enrolled in nationally-recognized industry-standardized programs will obtain certification.</p>

ACTION PLAN

GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT		
	based framework decision-making process. 7. Diverse and Excellent Workforce- Attract, develop, and retain an excellent and diverse workforce.			Develop and implement an employer and student satisfaction survey. Obtain a 90% satisfaction rate and develop a mechanism to more effectively track and report hire rates. Hold annual advisory committee meetings and follow their recommendations when feasible. 100% of CTE instructors will comply with the assessment process and with State and industry standards.		
		#3	Provide quality contract training.	a.) Develop a mechanism to more effectively track and report hire rates. b.) Access and evaluate employer and trainee satisfaction.	Develop and implement an employer and trainee satisfaction survey. Obtain a 90% satisfaction rate and develop a mechanism for effective tracking and reporting of hire rates.	
	<i>Additional Information:</i>					
#2	Provide state-of-the-art technology and other instructional equipment and tools that will enhance student learning	<i>List all that apply:</i> 1. Education Success- Measurably advance student equity, completion and attainment of educational goals. 2. Marketing and Outreach- Expand marketing, outreach, and access to our community so as to advance BCC's image as the best small college in the high desert.	#1 Continue to increase instructional technical capacity. #2 Increase internet capacity, electrical infrastructure, ventilation and other facilities	a.) Provide additional hands-on skill development equipment and training simulators. b.) Provide simulation software	Research and purchase simulation equipment and software for programs as needed.	Ensure that the career and technical education center internet connectivity, electrical infrastructure, ventilation and other facilities improvements needs are efficient in all areas of the facility to meet current and future growth of the WEDD. .

ACTION PLAN

GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	<p>3. Fiscal Health- Sustain and cultivate an environment that strengthens the district's long-term fiscal</p> <p>7. Diverse and Excellent Workforce- Attract, develop, and retain an excellent and diverse workforce.</p>	improvements to support high-tech labs.		
		#3 Embed simulation software and equipment in instruction.	Utilize simulation software and equipment in training/instruction.	Instructors will be trained in the use of new technology. All instructors in these programs will utilize the simulation software and equipment in their training/instruction.
	<i>Additional Information:</i>			
#3	<p>Obtain external funds to meet the workforce needs of employers.</p> <p><i>List all that apply:</i></p> <p>1. Education Success- Measurably advance student equity, completion and attainment of educational goals.</p> <p>2. Marketing and Outreach- Expand marketing, outreach, and access to our community so as to advance BCC's image as the best small college in the high desert.</p> <p>3. Fiscal Health- Sustain and cultivate an environment that strengthens the district's long-term fiscal</p> <p>5. Campus Culture- Build a diverse and committed campus culture that promotes engagement among students, staff, faculty, the college and the community.</p>	#1 Constantly review RFAs and RFPs for available funds.	<p>a.) Apply for available funding.</p> <p>b.) Maintain financial stability.</p>	Obtain sufficient funds to sustain growth of program, including improvements in instructional equipment and technological advancement.
		#2 Establish and maintain partnerships locally, regionally, and statewide.	<p>a.) Hire a Director of CTE Grants- TAACCCT and other staff as needed as programs expand and the need for additional staff is recognized.</p> <p>b.) Attend and network at conferences and seminars for workforce development and attend regional and statewide meetings for workforce and economic development.</p>	Hire a Director of CTE Grants- TAACCCT. Maintain and strengthen current partnerships as well as Add 2 new partnerships through networking. Work with local K-12 partners to increase enrollment.
		#3 Write proposals for grants and contract training.	Hire a Director of CTE Grants- TAACCCT so that time can be allotted to applying for additional grants and proposals for contract training.	Sufficient grants and contracting training proposals will be obtained to continue financial stability for all WEDD programs.

ACTION PLAN

GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		<p>7. Diverse and Excellent Workforce- Attract, develop, and retain an excellent and diverse workforce.</p>				
	<i>Additional Information:</i>					

10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.A.3)c.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. (Click the link to access the form.)

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
2	1,2,3	Electrical Infrastructure improvement project at State St.			
2	1,2,3	Ventilation infrastructure improvement project at State St.			
2	1,2,3	Internet infrastructure improvement project at State St.			
1	1,2	Hire full-time faculty members in areas as needed.	\$100,000 for each position	Yes	
3	1,2,3	Hire Director of CTE Grants-TAACCT	\$59,065-\$79,152 + Benefits	No	Grant Funded

ADDED:

DATE:

ANNUAL UPDATE #1:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #2:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

1. Progress on Service Area/Administrative Unit Outcomes (SAOs/AUOs) *(from #3A of full PR)*

A) List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit:

B) Summarize the progress your unit has made on SAO/AUO measures since the last program review:

C) Describe any improvements made by your unit as a result of the outcomes assessment process:

1. What did you learn from your evaluation of these measures?

2. What improvements have you implemented as a result of your analysis of these measures?

3. What improvements do you plan to implement as a result of your analysis of these measures?*

*(*List any resources required for planned implementation in #3: Resources.)*

2. GOALS AND OBJECTIVES *(Taken From #9--Action Plan--of FULL Program Review)*

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1		
		#2		
		#3		

Goal #1 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #1 in this box)

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1		
		#2		
		#3		

Goal #2 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #2 in this box)

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1		
		#2		
		#3		

Goal #3 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #3 in this box)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements.

IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

Annual Update #2

Academic Year:

1. Progress on Service Area/Administrative Unit Outcomes (SAOs/AUOs) *(from #3A of full PR)*

A) List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit:

B) Summarize the progress your unit has made on SAO/AUO measures since the last program review:

C) Describe any improvements made by your unit as a result of the outcomes assessment process:

1. What did you learn from your evaluation of these measures?

2. What improvements have you implemented as a result of your analysis of these measures?

3. What improvements do you plan to implement as a result of your analysis of these measures?*

*(*List any resources required for planned implementation in #3: Resources.)*

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1		
		#2		
		#3	Error! No text of specified style in document.	Error! No text of specified style in document.

Goal #1 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #1 in this box)

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2	Error! Not a valid bookmark self-reference.	#1	Error! No text of specified style in document.	Error! No text of specified style in document.
		#2		
		#3		

Goal #2 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #2 in this box)

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3	Error! Not a valid bookmark self-reference.	#1	Error! No text of specified style in document.	Error! No text of specified style in document.
		#2		
		#3		

Goal #3 Annual Update: (Assess progress made toward goal attainment)

(Type the update for Goal #3 in this box)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements.

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source