Non-Instructional Program Review Template

What is a Non-Instructional Program?

Non-instructional programs represent all Administrative and Business Services, Student Services, and non-instructional Academic Affairs areas at BCC.

Non-Instructional Program Name

Please indicate the program name: Career and Technical Eduation
Academic Year: 2023-2024
Name(s) of Submitter(s): Dr. Crystal Nasio, Executive Dean; James Lee, Associate Dean; Michelle Berndt, Grant and Budget Specialist; Melissa Church, Job Developer; Elena Rivera, Director of BCCC Adult Education & BACAE; Amber Pacheco, Administrative Secretary.

I. Area Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the area. This section should be kept short, a few paragraphs at the most, and address the following:

A. What is the area mission and how does it support the institutional mission?

At BCC CTE our students get workforce ready through credit/non-credit courses and workforce training programs with flexible scheduling that meets the needs of employers with innovative career and technical education that leads to academic achievement, successful employment and entrepreneurial opportunities.

The focus of the CTE department is providing educational training for career/ workforce opportunities.

B. What is the area vision and how does it support the institutional vision?

The Barstow Community College Career & Technical Education Department (CTE) 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. CTE 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. Please provide a short area description:

Career & Technical Education programs at Barstow Community College have served as a top choice for career preparation and training in the high desert. Our tradition of excellence in education continues to grow as we strengthen our employer and community partnerships. We dedicate our reputation for success to a single standard - the success of our students through employment and promotion in their field of choice.

D. How does your area align to and/or support one or more of the following BCC Strategic Priorities?

In the annual strategic meeting, July 2023, the CTE team redefined goals to align with the current and emerging needs in workforce and economic development. Thirteen areas were prioritized within the goals and new goals were created in each area. The CTE Goals have an acronym of REIMAGINE WORK and include the following areas: 1) regional partnerships, 2) employment partnerships, 3) innovation and entrepreneurship, 4) military articulation, 5) access workforce needs, 6) grant compliance, 7) incumbent training, 8) non-credit CDCP, 9) employment tracking and assistance, 10) workforce programs, 11) outreach and marketing, 12) relevant and updated programs, and 13) k-12 articulations. Within the hyperlinked document, the CTE goals of REIMAGINE WORK have been aligned to the BCC Strategic Plan (2023-2025).

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

II. Area Effectiveness

The purpose of this section is to evaluate the area holistically by reviewing and analyzing data within the context of serving the area's internal and external customers, helping students reach their goals, and furthering the mission of BCC.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

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Customers

   Demographics of internal and external customers – who do you serve?

The CTE Department serves approximately 36% of the total population of students. This student population is seeking workforce and occupational skills through certificates, local degrees and transfer degrees. The students within the program are both non-traditional and traditional students with a focus on career outcomes and planning. Currently, the CALPASS DashBoard shows that our CTE students are receiving more CTE units per semester than the statewide average with an advantage of 4%. According to the CalPass Dashboard, 89.2% of the 1710 students in CTE are economically disadvantaged. In a review of gender proportions, the CTE programs have 63.4% female students. In relation to ethnicity the student demographics are as follows: 45.2% Hispanic, 31.5% White, 18.6% Black/African American, 2.3% Asian, 1% Filipino, 1% Hawaiian Pacific Islander.

In addition to active students, CTE has a large responsibility to meet the needs of the employers, industries, and community service organizations.

Policies and Process Response

   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; guidelines). Describe the effect the changes or updates in policies and processes have had on the unit.

New Grants: CTE has been provided with opportunities to connect to CA Workforce Development Board funding through High Road Training Partnership. The total amount received from this competitive workforce grant is 1.1 million. The outcomes expected are: 1)the expansion of our allied health programs including CNA, 2) the expansion of warehouse and logistics programming, and 3) the review of water conservation and environmental science program development. This fund allows for the purchase of equipment, the support of apprenticeship coordination, faculty stipends for curriculum development and feasibility studies, and the support of department and classroom supplies. With these new opportunities, it is critical that frameworks are created through the collective and collaboration of multiple departments. For example, faculty work groups for the review of labor market needs and possible curriculum developed need to be established. These faculty work groups will work under the direction of the Executive Dean with special attention to the inclusion of industry and employer partners. In addition, a system for the prioritization of new programs will need to be developed to account for the labor market needs and sustainable resources of the

Apprenticeships: BCC CTE has elected to participate in the Inland Empire Desert Regional Consortium agreement with LAUNCH Apprenticeship group. LAUNCH is supported by the Chancellors office and assists CA Community Colleges in aligning programs to registered apprenticeships. Currently, there is no apprenticeship framework and BCC does not participate in Cooperative Work Experience. As a result, the coming academic year there will need to be substantial discussion on the process and mechanisms to assist students in gaining work experience through apprenticeships (paid) and internships (unpaid) experiences. Lastly, CCC in partnership with the CA Student Aid Commission awarded $1.8 million BCC with the Learning Aligned Employment Program. The intent of this funding is to support up to 90% of student paid work experience for students. The funding was awarded in 2022-2023 and we have 9 years to expense the funds.

   What in-house policies, procedures, and processes need to be updated, created, or deleted?

Policies for new program development including a prioritization process will need to be created. In addition, a policy and process for apprentiship and internships will need to be created to gather the data to assist students with gaining access to work experience and funding.

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Collaboration with Other Areas Response

What areas and/or administrative units are integral to the work of your area and why? Please provide examples of collaborating with other areas on projects, process improvement, etc.

The New Program Development Process will include multiple departments. The discipline faculty will begin the process of reviewing curriculum and labor market needs. The Academic Senates' Curriculum Committee and Outcomes Assessment Committee will assist in the vetting of the curriculum and supporting documents. This includes discussion with Financial Aid, Articulation Office and Counseling Office as needed. The administration will assist in determining feasibility and sustainability through a prioritization process. The IT Team will assist in the data sharing elements that will assist in tracking student success. The Institutional Research and Accreditation team will be involved in the substaintiative change process and submission of new programs to ACCJC. The Public Information Office will need to be made aware of the new program for recruitment materials and marketing. In addition, areas such as Instructional Design will assist in the development of robust online course materials and/or CANVAS shells.

The Apprenticeship and Internship process will also involve multiple departments. The funding for the work experience programs is budgeted in Student Services and CTE. These two entities will need to work together to create a mechanism for qualifying students for apprenticeship or internships, tracking student progress, and transcripting volunteer hour or skills developed in the program.

What other areas have you worked with? Please provide examples of collaborating with other areas on projects, process improvement, etc.

In 2021-2022 the CA Barbering and Cosmetology Board changed the required hours for a Cosmetogy license from 1600 hours to 1000 hours. The faculty decided to make the revisions to the curriculum to reduce the hours. This change involved the Curriculum Committee, OAC, Academic Senate, Financial Aid Office, and Institutional Research. In 2022-2023 the faculty developed a CNA program which will bring health care programs back to Barstow Community College. All departments referenced above were included in this project.

Related to Dual Enrollment, CTE created a stronger partnership with our high school partnerships within the last three years. This expansion included the synchronous collaboration of CTE, Student Services and the TLSC to meet the needs of the high schools.

What other areas do you want or need to work with more and why?

The Outreach activity to the high schools has been very productive. However, there is a need for one department to be the point of contact for high school events. A reorganization of the CTE department within 2022-2023 outlined the need for a Dual Enrollment CTE Outreach position. This position title has been reviewed amongst the administrators, the feedback indicated that more discussion about outreach efforts being centralized to a single department is needed.
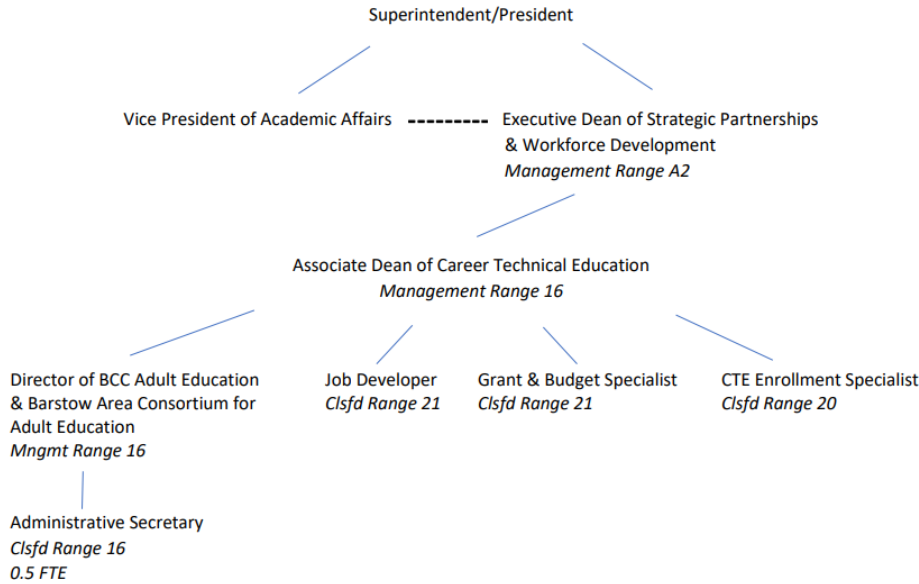
Staffing

Area Organization – state any changes in past few years

In October 2022, the CTE department was approved for a reorganization of all job titles and descriptions. Below is a visual graphic of the new CTE department.

Non-Instructional Program Review Template

Workforce & Economic Development
Organizational Structure

Superintendent/President

Vice President of Academic Affairs - - - - - - - - Executive Dean of Strategic Partnerships
& Workforce Development
Management Range A2

Associate Dean of Career Technical Education
Management Range 16

Director of BCC Adult Education & Barstow Area Consortium for Adult Education
Mngmt Range 16

Job Developer
Clsfd Range 21

Grant & Budget Specialist
Clsfd Range 21

CTE Enrollment Specialist
Clsfd Range 20

Administrative Secretary
Clsfd Range 16
0.5 FTE

Please list any professional development that staff has participated in (Standard 3.2)
The CTE Department has participated in the bi-annual CCCAOE Conference, the IEDRC Planning Retreats, IEDRC Steering Committee and two CTE members serve on the CCCAOE Advocacy Committee. In addition, the Job Developer participates in regional job developer training and outcomes meetings. Lastly, CTE participates in LAUNCH Apprenticeship meetings, Barstow Chamber of Commerce Economic Development Committee and Military Committee, CA Child Development Training Consortium, and Mountain Desert Economic Partnership.

Please list any professional development staff would benefit from (Standard 3.2)
The CTE Department staff would benefit from Contract Education training. CCC has a Contract Education Boot Camp that is open source on the CCC website. The training should be taken in a group so that understanding of the material can be shared.

Do staff receive an annual employee evaluation on a regular basis (Standard 3.3)? If no, please explain.
The staff and faculty receive regular and timely evaluations.

Is the staffing within the department sufficient to meet all responsibilities in a timely manner and support internal and external customers adequately (Standard 2.7)?
The CTE department has most areas covered with positions. Currently, there is a task gap in the area of dual enrollment and apprenticeship.

Non-Instructional Program Review Template

Area Effectiveness Data and Analysis

Satisfaction Surveys
The Career and Technical Education Employment Survey, or CTEOS, is completed annually by the Chancellor's Office. Below is the result.
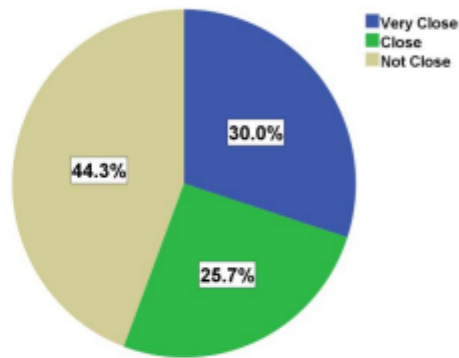
Barstow Community College

Completer and skills-building students at Barstow Community College were surveyed if they met one of the following criteria in 2019-2020, and did not enroll (or were minimally enrolled) in 2020-2021: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units (noncredit cohorts earned a noncredit vocational/CTE award or completed at least 48 CTE hours in that year). The survey was administered in 2022 by e-mail, text message (SMS), and telephone. The survey addressed student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career. A total of 397 students were surveyed and 112 (28%) students responded: 21% by email, 51% by phone, 9% by SMS Link, and 20% by 2-way SMS.
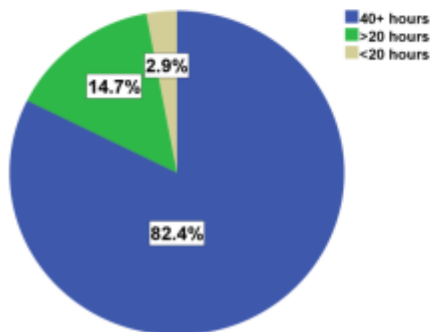
How satisfied are students with the education and training they received?

- Very Satisfied
- Satisfied
- Other

10.7%
30.4%
58.9%
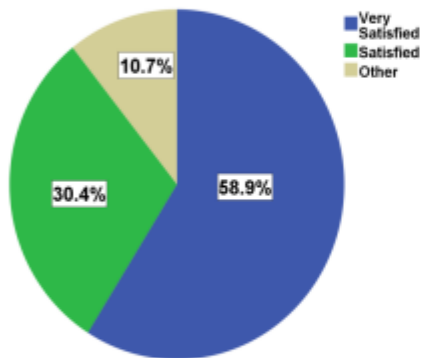
How many students secured a job that is closely related to their program of study?

- Very Close
- Close
- Not Close

30.0%
44.3%
25.7%

How many hours per week are employed students working?

- 40+ hours
- >20 hours
- <20 hours

2.9%
14.7%
82.4%

How many months did it take for students to find a job?

- 0
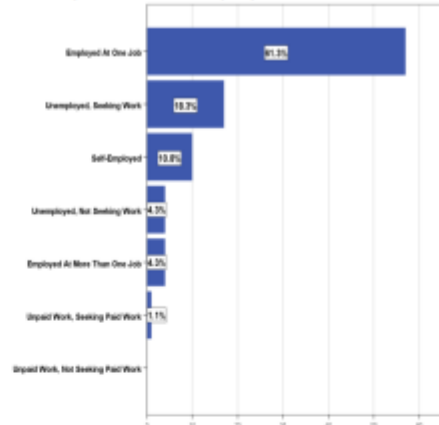- 1-3
- 4-6
- 7+

26.7%
33.3%
33.3%
6.7%
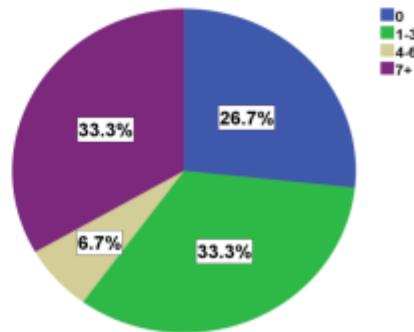
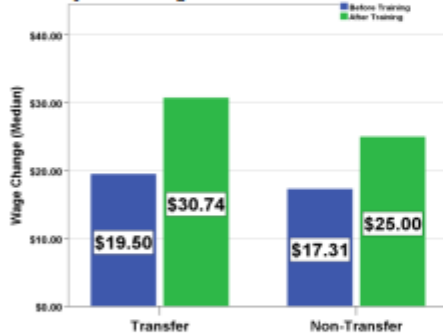# Non-Instructional Program Review Template

What were the hourly wages of the students before training versus after training?
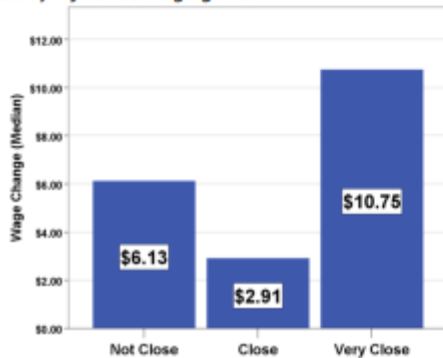

What is your current employment status?

What were the hourly wages of transfer students and non-transfer students—before training versus after training?

Does the similarity between job and program of study influence wage gains?

More Key Results

$9.50 is the overall change in hourly wages after completing training—in dollars

50% is the overall change in hourly wages after completing training—in percentage gain

76% of respondents reported being employed for pay

30% of respondents reported transferring to another college or university

89% of respondents reported being very satisfied or satisfied with their training.

Conclusion

The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed and are working in the same field as their studies or training. Notably, students realize a greater wage gain after completing their studies if they secure a job that is similar to their program of study.

Audits, project tracking, etc.

There have been no external audits. The project tracking elements of CTE is reported monthly in Board Reports.

Student Equity Data

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

The student equity data within CTE programs is similar to the College average. DI groups such as African American males do have higher success and completion rates within the trades programs. Best pactices for these programs are discussed in the program review for these instructional areas.

Institution-set Standards

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If applicable, reflect on how the department/unit assists the college in reaching the institution-set standards and stretch goals. What innovative plans or projects will help to address any deficiencies.

The CTE department has innovative practices for meeting the employment training needs of students. A platform for tracking employment needs to be solidified. There are three goals that will be addressed in the coming CTE Strategic Plan: 1) tracking of employment status of students in Banner, 2) distribution of BCC Foundation Scholarship for the advancement of student careers through testing and licensure, and 3) development of BCC as a testing site for American Welding Society and Automotive Service Excellence.

Other Supporting Data (Qualitative or Quantitative)

Attached is a copy of the meeting minutes for the CTE Strategic Planning Meeting that occurred in July 2023.
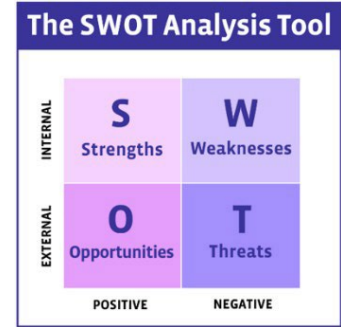
CTE Retreat Meeting Minutes 7.10.23.docx

CTE Strategic Plan 2023-2025.xlsx

Non-Instructional Program Review Template

SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.

	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS 1. RGPR1. Actively participate, administrative team and faculty, in regional discussions related to training for in-demand sectors. 2. RGPR2. Seek grant opportunities for all areas of CTE. 3. ACWN1. Review workforce needs through regional employment data. 4. ACWN2. Outreach to local businesses for workforce needs. 5. ACWN3. Partner with City and Chamber to reach employer base. 6. GRCM1. Timely and accurate reporting to all grant agents. 7. GRCM4. Expand grant opportunities through regional partnerships. 8. INCT1. Continue giving concierge service to our Contract Education Agreement BNSF. 9. INCT3. Request contract education personnel to be on our Program Advisory Committee. 10. EMTA1. Provide ongoing service in group and individual settings for students to receive career support. 11. RUCP3. Create two-year schedules for students to	WEAKNESSES 1. EMPR1. Track student job placement. 2. INET1. Support the efforts of the virtual innovation center. 3. INET3. Support the development of Entrepreneurship programming including business development, student clubs and connections to Entrepreneurship partnerships. 4. INET4. Create Entrepreneurial culture on campus including interdisciplinary collaboration and funding of small business ideas of BCC students from BCC Foundation Donors. 5. MLAR2. Create procedures and processes that will encourage military articulation. 6. MLAR3. Develop marketing materials, workshops and counseling tools for military students. 7. MLAR4. Program at Ft. Irwin to complement articulation and CTE degree attainment. 8. EMTA4. Employ tracking of student jobs through an interactive and online system. Utilizing College Central

	increase completion and to increase enrollment efficiency. 12. K12A1. Expand high school partnerships and transitions programs for CTE students in the high schools. 13. K12A2. Create dual enrollment partnerships for CTE courses with a focus on online offerings.	Network or Job Speaker (Chancellor's Purchase). 9. WFPR3. Develop cohort models and student retention methods with Student Services to provide exceptional BCC Cares Support. 10. WFPR1. Become the first choice for Workforce Programs and County Services. 11. OTMK4. Publicize programs to all student types non-credit, credit, traditional and non-traditional students and in Spanish & English. 12. RUCP4. Support students getting stackable certificates and credentials through mindful program revisions or creation.
External	OPPORTUNITIES 1. RGPR3. Develop new partnerships and follow through with existing partnership for better regional collaboration and collective success. 2. EMPR2. Partner with employers for program advisory committee. 3. EMPR3. Focus on large partnerships that yield placement at high rates and volume. 4. EMPR4. Create employment pipelines with premier employers. 5. INET2. Support the makerspace for student innovation and idea incubation. 6. MLAR1. Participate in the review and completion of articulation of courses from Military Transcripts.	THREATS 1. New grant funding provides opportunities bu also outcomes need to be met. Much of the outcome development is the responsibility of faculty. Faculty buy in will be critical. 2. The organizational structure of CTE has been improved significantly, however, the need for apprenticeship management and dual enrollment outreach will be important to expand these areas. 3. The initiatives within CTE involved nearly all departments. These initiatives require consistent communication and effective collaboration to meet

	7. ACWN4. Develop priorities for training and programming based on workforce needs. 8. GRCM2. Development of actionable goals for spending agreed on by staff and faculty. 9. GRCM3. Collaborate with student services to maximize resources for our CTE students. 10. INCT2. Expand our contract education to include other fields. 11. EMTA2. Connect students to jobs and jobs to students. 12. EMTA3. Maintain accurate materials for public consumption on website, flyers, CANVAS shells, etc. 13. WFPR2. Create procedures and processes that will encourage continued partnership and easy tracking for outcomes. 14. WFPR4. Community service opportunities through free auto services and salon. 15. OTMK1. Prepare marketing materials for all CTE programs including print, social media, road maps and commercials. 16. OTMK2. Participate in Enrollment Committee to prepare marketing schedules. 17. OTMK3. Develop new marketing strategies to respond to CTE student needs. 18. RUCP1. Keep CTE degree programs up to date with the encouragement of faculty professional development. 19. RUCP2. Provide data, help and resources to faculty during program review so that	goals.

	it becomes a document that communicates actionable goals. 20. K12A3. Celebrate the accomplishment of our BCC HS CTE students. 21. K12A4. Offer summer and weekend workshops for grades 6-12.	

III. Goals and Service Area Outcomes (SAOs)/Administrative Unit Outcomes (AUOs)

The purpose of this section is to use data to develop goals, expected SAOs/AUOs for the next three years, and to reflect upon goals and outcomes from the previous cycle

You should reflect on and incorporate the responses from all the previous questions and the SWOT analysis into this section.

As you develop goals and outcomes:

    a.   formulate **two to three goals with an expected outcome for each** that will help maintain or enhance program strengths or will act as an intervention to an identified weakness (cite evidence from assessment data and/or other area effectiveness data).

    b.   indicate the **status** of the SAO/AUO (ex: is the goal or outcome new, a carry-over from the previous program review cycle, etc.)

    c.   indicate how each goal and outcome are **aligned** with the College's Strategic Priorities.

    d.   indicate how each goal and outcome are **aligned** with the Pillars of Guided Pathways.

    e.   List at least one **action/strategy** for each goal/outcome.

    f.   Explain how you will **measure** the goal/outcome.

    g.   List any **resources** that will be needed to achieve the goal/outcome

GOAL #1
Job Placement

Expected Service Area Outcome/Administrative Unit Outcome

1. One job fair per semester.
2. Monthly resume and interview workshops.
3. Employment placing tracking.

A. This Goal/Outcome is

    ☐   New

    ☒   Continued

    ☐   Modified

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If modified please list how and why.
Click or tap here to enter text.

B. Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Choose an item.

Choose an item.

Choose an item.

C. Relationship to Guided Pathways

☐   Clarify the Path

☐   Entering the Path

☒   Staying on the Path

☐   Support Learning

D. Please list actions/strategies for achieving this goal/outcome.
The Job Developer will work with the Information Technology team to track student job placement and advancement.

E. Briefly explain how you will measure the goal/outcome.
The goal will be measured through the successful pilot and reporting of a student cohort and their employment status.

F. Please list resources (if any) that will be needed to achieve the goal/outcome.
NA

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GOAL #2
Academic Affairs

Expected Service Area Outcome/Administrative Unit Outcome
1. Improve schedule efficiency.
2. Hire more PT faculty for all disciplines.
3. Update career programs that have low enrollment.
4. Improve classroom management and student communication.
5. Set up public salon services.
6. Explore and develop testing center for all programs with a priority on the trades.

G. This Goal/Outcome is

☐   New

☒   Continued

Non-Instructional Program Review Template

☐   Modified

If modified please list how and why.
Click or tap here to enter text.

H.   Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Choose an item.

Choose an item.

Choose an item.

I.   Relationship to Guided Pathways

☒   Clarify the Path

☒   Entering the Path

☒   Staying on the Path

☒   Support Learning

J.   Please list actions/strategies for achieving this goal/outcome.
The Associate Dean will review the 2 year schedule with faculty to determine ways to become more efficient.

K.   Briefly explain how you will measure the goal/outcome.
This goal will be measured through the change in fill rates, section counts and completion rates of CTE academic programs.

L.   Please list resources (if any) that will be needed to achieve the goal/outcome.
NA

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GOAL #3
Strategic Planning

Expected Service Area Outcome/Administrative Unit Outcome
1.   Develop CNA program including state approval, lab creation and hiring of faculty.
2.   Complete partnership MOU and begin planning for Tesla and Walmart.
3.   Set up CTE presence at Fort Irwin.
4.   Initiate the development of an Apprenticeship Program (LAUNCH) model to continue this effort in all CTE programs.
5.   Expand the development of Contract Education including review of best practices and development of new partners with a focus on employment and growth.
6.   Strengthen the relationship, communication, and insight from the City of Barstow as it relates to economic growth.

M. This Goal/Outcome is

☒   New

☒   Continued

☐   Modified

If modified please list how and why.
Click or tap here to enter text.

N. Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*
Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Choose an item.

Choose an item.

O. Relationship to Guided Pathways

☒   Clarify the Path

☒   Entering the Path

☒   Staying on the Path

☒   Support Learning

P. Please list actions/strategies for achieving this goal/outcome.
The Executive Dean will work with employers, community members and government agencies to understand the workforce development needs.

Q. Briefly explain how you will measure the goal/outcome.
Completion of large scale initiatives through the collaborated efforts of relevant departments.

R. Please list resources (if any) that will be needed to achieve the goal/outcome.
A Staffing Proposal will be put forward to account for the needs of apprenticeship and dual enrollment. In addition, a BAP is attached to account for instructional supply cost increases for multiple programs. Additional goals - CTE Goals 23-24.docx

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Previous Goals/Outcomes
Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.

GOAL	Regional & Employment Partnerships

Non-Instructional Program Review Template

Objective 1
 	
Actions, Tasks
 	
Outcomes, Measures, Assessment
	Objectives: RGPR1. Actively participate, administrative team and faculty, in regional discussions related to training for in-demand sectors. RGPR3. Develop new partnerships and follow through with existing partnership for better regional collaboration and collective success. WFPR1. Become the first choice for Workforce Programs and County Services.
	
	Actions:
	    1. Attend all regional meetings relevant to workforce and economic development.
	    2. Create pipeline partnerships for workforce development groups and employers.
	
	Assessments:
	    1. Number of events attended
	    2. Number of partnerships created and resultant enrollment increase and/or career placement.

Objective 2
 	
Actions, Tasks
 	
Outcomes, Measures, Assessment
	Objectives: EMPR1. Track student job placement. EMTA1. Provide ongoing service in group and individual settings for students to receive career support.
	
	Actions:
	    1. Develop a web-based tracking system for current and alumni students including career interest, use of services and job placement.
	    2. Initiate internal procedure to serve student needs in group and individual setting.
	
	Assessments:
	    1. Number of job placements.
	    2. Number of student appointments, workshops/presentations and career counseling meetings.

Objective 3
 	
Actions, Tasks
 	
Outcomes, Measures, Assessment
	Objectives: EMPR4. Create employment pipelines with premier employers. EMPR3. Focus on large partnerships that yield placement at high rates and volume.
	
	Actions:
	    1. Develop internal procedure for employers to receive up to date resumes upon request.
	    2. Target companies with high yield employment outcomes and become the "first choice" for finding employees.
	
	Assessments:
	    1. Number of employer partners
	    2. Number of resumes, interviews and hires due to the new procedure.

Non-Instructional Program Review Template

GOAL	Innovation, Entrepreneurship and Military Articulation

Objective 1
 	
Actions, Tasks
 	
Outcomes, Measures, Assessment
	Objectives: INET1. Support the efforts of the virtual innovation center. INET2. Support the makerspace for student innovation and idea incubation.
	
	Actions:
	  1. Schedule virtual innovation meetings at least bi-monthly.
	  2. Move all makerspace equipment to building K and develop programming to assist students through accelerator process.
	  3. Create a welcoming space for students to develop their entrepreneurial ideas and collaborate.
	
	Assessments:
	  1. Number of virtual innovation meetings and number of participants.
	  2. Number of students utilizing makerspace.
	  3. Number of ideas being incubated in the space.
	  4. Programming schedule to assist students including accelerator meetings, mentor discussions, workshops, webinars, etc.

Objective 2
 	
Actions, Tasks
 	
Outcomes, Measures, Assessment
	Objectives: INET3. Support the development of Entrepreneurship programming including business incubation, student clubs and connections to entrepreneurship partnerships. INET4. Create Entrepreneurial culture on campus including interdisciplinary collaboration and funding of small business ideas of BCC students from BCC Foundation Donors.
	
	Actions:
	  1. Create a comprehensive Innovation and Entrepreneurship program plan including stakeholder, student and employer feedback.
	  2. Develop entrepreneurship interdisciplinary discuss groups with a focus on introducing the entrepreneurial mindset into SLOs.
	  3. Create student clubs, workshops and seminars and publicize to the community.
	
	Assessments:
	  1. Schedule and track attendance in the incubation, student clubs, workshops and seminars.
	  2. Schedule and track attendance of interdisciplinary meetings.

Objective 3
 	
Actions, Tasks
 	
Outcomes, Measures, Assessment
	Objectives: MLAR4. Program at Ft. Irwin to complement articulation and CTE degree attainment. MLAR2. Create procedures and processes that will encourage military articulation.
	
	Actions:
	  1. Execute CTE programming needs assessment at Ft. Irwin.
	  2. Develop functional schedule for on campus at Ft. Irwin and online programming.
	  3. Develop marketing materials for military students including information related to the articulation process and course transcription.

	Assessments: 1. Present and execute plan created on CTE course needs at Ft. Irwin. 2. Number of courses articulated from military. 3. Number of students from Ft. Irwin in CTE Programs.

GOAL	Enrollment Growth & Marketing
Objective 1 Actions, Tasks Outcomes, Measures, Assessment	Objectives: NCCD1. Create three non-credit employment/degree pipelines. NCCD2. Partner with employers in each track for "interview guarantee". NCCD4. Invite our employer partners to "try the class on". RUCP4. Support students getting stackable certificates and credentials through mindful program revisions or creation. Actions: 1. Create and execute program plans for all non-credit certificates with an intention to start in late Fall 2021. 2. Create a workshop or "try the class" schedule and advertise to the community by print and digital format. 3. Track student completion of certificates and third-party certification. Assessments: 1. Program and schedule complete for non-credit programs for the calendar year 2021 and 2022. 2. Program and schedule workshop series and advertise by non-credit/contract education catalog, postcard, and digital means. 3. Number of student certificates completed. 4. Number of third-party certifications completed by students.
Objective 2 Actions, Tasks Outcomes, Measures, Assessment	Objectives: INCT2. Expand our contract education to include other fields. WFPR1. Become the first choice for Workforce Programs and County Services. Actions: 1. Develop strategy for marketing contract education to industry and workforce agencies. 2. Continue and look to expand contract education, workforce programs, and county service programs. 3. Create processes for supporting employers and students/trainees participating in these programs. Assessments: 1. Create entry/exit surveys and other assessment mechanisms to gain feedback from employers and students/trainees participating in contract education and other workforce programs. 2. Ensure support is provided throughout and after programming to ensure satisfaction in programs. 3. Evaluate and continually improve processes and strategies related to contract education and employer/student satisfaction.

Non-Instructional Program Review Template

Objective 3
 	
Actions, Tasks
 	
Outcomes, Measures, Assessment
	Objectives: OTMK1. Prepare marketing materials for all CTE programs including print, social media, road maps and commercials. RUCP3. Create two-year schedules for students to increase completion and to increase enrollment efficiency.
	
	Actions:
	   1. Consistently promote CTE programs through print and social media.
	   2. Assist college-wide initiative in Pathways RoadMaps and training on labor market interpretation for better and more responsive programming.
	   3. Advertise to CTE students the two-year schedule and timeframes for completion of certificates with a goal of certificate completion within one semester.
	
	Assessments:
	   1. Number of CTE marketing materials created.
	   2. Number of enrollment increase.
	   3. Presentation and training on road maps and labor market information across all departments.
	   4. Number of certificate completion.

Non-Instructional Program Review Template

IV. Resource Requests

What does the area need to meet its goals and outcomes? Resource requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

- a. *Personnel/Staffing*
- b. *Technology Resource*
- c. *Facilities Resource*
- d. *Professional Development*
- e. *Other*

For all resource requests departments/areas should utilize the <u>Budget Allocation Proposal form</u> and submit with their program review. If needed, the Out-of-Cycle BAP form may be submitted for resource requests when completing an Annual Update in Years 2 and 3.

Goal/ Outcome #	Resource Required	Estimated Cost	BAP Required? Yes or No	If no, indicate funding source
3	Director of Apprenticeships & K12 Outreach	$85,000 plus benefits	Yes	Funding is available in High Road Training Partnership Grant
3	Increased instructional supplies due to materials cost inflation	$100,000 across all programs	Yes	Instructional supplies need to be increased for all programs.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.