

Non-Instructional Program Review Template

Service Area/Administrative Unit Name:

Service Area/Administrative Unit Name: CTE/Workforce and Economic Development

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I. Area Description

In this section, areas will answer the questions “Who are we? What do we do?” The purpose of this section is to orient the reader/ reviewer to the area and provide context to the program review. This section should be kept short, a few paragraphs at the most.

Mission/Vision	<p>Mission (Pending Board Approval):</p> <p>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.</p> <p>Vision: 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.</p>
Description – short description only	Career & Technical Education programs at Barstow Community College have served as a top choice for career preparation and training in the high desert, and our tradition for excellence in education continues to grow. We dedicate our reputation for success to a single standard: the success of our students.
Alignment to/ support of BCC Strategic Goal	In the annual strategic meeting, January 2021, 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 (2019-2024).

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	CTE Strategic Plan 2021-2024 BCC Strategic Plan & CTE Goals Mapping 2020-2021 CTE Outcomes
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II. Area Effectiveness

In this section, areas will answer the question “How is the area doing?” by reviewing and analyzing data. The purpose of this section is to evaluate the area holistically in terms 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 and look for trendlines, outliers, etc., and provide a short analysis (2-3 sentences) for each. If data are not available (i.e., student satisfaction surveys), indicate that on the form.

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Area Data	Analysis
<p>Demographics of customers – who do you serve?</p> <ul style="list-style-type: none"> - Internal - External 	<p>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.</p> <p>CalPass Launchboard Demographic Data by Age Group</p> <p>CalPass Launchboard Demographic Data by Benchmarks</p> <p>CalPass Launchboard Demographic Data by Economically Disadvantaged (Perkins)</p> <p>CalPass Launchboard Demographic Data by Gender</p> <p>CalPass Launchboard Demographic Data by Race/Ethnicity</p> <p>CalPass Launchboard Demographic Data by Time Trend</p>
<p>Area Organization – state any changes in past few years</p>	<p>Since our last full program review in 2014-2015 and annual updates during 15/16 and 16/17.</p> <ul style="list-style-type: none"> • FKCE Instructional Specialist/Secretary and Trainers have been moved from under CTE. • A Director, CTE Grants position was developed and filled originally through TAACCCT Grant Funding and

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	<p>transitioned under Strong Workforce Program funds</p> <ul style="list-style-type: none"> • Hired CTE Project and Career Technician Position though SWP funding. • ESL Programming was realigned into non-CTE Academic programs. • Academic Senate approved FT Criminal Justice Faculty Member and Hired. • Academic Senate approved FT Welding Faculty Member. Position placed on hold.
<p>Staff Professional Development</p>	<ul style="list-style-type: none"> • Curriculum Institute for Director of CTE Grants • Grant Writing Conference for Grant Technician • CCCAOE for all CTE Staff • CA Perkins Joint Special Joint Populations Advisory Committee • CCCAOE Leadership 1.0 • IE/DRC Counselor Conclave • Guided Pathways Summit • American Welding Society Certified Welding Inspector Training Program • National Center for Construction Education and Research (NCCER) Instructor Certification Training Program • Child Development PD • Alternative Fuels/Hybrid Technology automotive training • Other instructional department specific trainings • BCC Canvas Training

Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs)	Assessment Results – Summary of Data	Use of Results		
<p>1. Rebranding of CTE Marketing</p>	<p>Starting in March 2020, the CTE Staff and Faculty proposed a rebranding of the CTE programs to the Community. The motto of “Workforce Ready” was selected and a new logo was created.</p> <p>In addition, a marketing firm was</p>		CTE	BCC
		Social Media Posts	38	20
		Videos	5	0
		Flyers	46	34
		Postcards	1	3
		Newspaper	2	5

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<p>hired to develop marketing materials to publicize the outstanding work of the faculty and staff. The following is a list of the resultant creative pieces developed within the new campaign.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Ads</td><td></td><td></td></tr> <tr><td>Press Kit</td><td style="text-align: center;">0</td><td style="text-align: center;">1</td></tr> <tr><td>Press Release</td><td style="text-align: center;">3</td><td style="text-align: center;">0</td></tr> <tr><td>Radio Ads</td><td style="text-align: center;">6</td><td style="text-align: center;">3</td></tr> <tr><td>Posters</td><td style="text-align: center;">0</td><td style="text-align: center;">2</td></tr> <tr><td>Logos</td><td style="text-align: center;">1</td><td style="text-align: center;">0</td></tr> <tr><td>Emailing Marketing Campaign</td><td style="text-align: center;">4</td><td style="text-align: center;">2</td></tr> <tr><td>Commercials</td><td style="text-align: center;">0</td><td style="text-align: center;">2</td></tr> <tr><td>Total</td><td style="text-align: center;"><u>106</u></td><td style="text-align: center;"><u>72</u></td></tr> </table>	Ads			Press Kit	0	1	Press Release	3	0	Radio Ads	6	3	Posters	0	2	Logos	1	0	Emailing Marketing Campaign	4	2	Commercials	0	2	Total	<u>106</u>	<u>72</u>	<p>CTE Press:</p> <p><i>Face shields Article</i> https://www.vdailypress.com/news/20200401/bcc-vvc-among-community-colleges-3d-printing-masks-for-healthcare-workers-amid-pandemic</p> <p><i>Cosmetology Virtual Labs Article</i> https://news.readyssetcareer.org/stories/barstow-community-college-cosmetology-program-undaunted-by-covid-19/</p> <p><i>NACCE Award Article</i> https://news.readyssetcareer.org/stories/bcc-wins-national-honor-with-the-trade-technician-jump-start-program/</p> <p>https://www.vdailypress.com/story/news/2020/10/20/barstow-college-awarded-28-000-help-launch-skilled-trades-program/3683341001/</p> <p><i>Outstanding Online Student Support at Barstow Community College in Southern California</i> https://news.interactcom.com/stories/9-breakthrough-hacks-you-really-need-to-know-for-fearless-virtual-learning/</p>
Ads																													
Press Kit	0	1																											
Press Release	3	0																											
Radio Ads	6	3																											
Posters	0	2																											
Logos	1	0																											
Emailing Marketing Campaign	4	2																											
Commercials	0	2																											
Total	<u>106</u>	<u>72</u>																											

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		<p><i>Adversity into Advantages: How Career Ed is Combatting a Crisis</i> https://news.readysetcareer.org/stories/adversity-into-advantages-how-career-ed-is-combatting-a-crisis/</p> <p>VVC, Barstow Community College <i>Pledge to Invest</i> https://www.vvdailypress.com/story/news/education/2021/02/27/valley-college-barstow-community-college-pledge-invest-entrepreneurship/6856688002/?utm_campaign=snd-autopilot&fbclid=IwAR2ISC8Vep_kHUGHv73xLMifvYVldsUX0Gqju12SnCenscgNZy0FFy0IT4</p>
2. Creation of Non-Credit CDCP Programs	<p>In response to the employment needs of Barstow and a quicker economic recovery, CTE created three CDCP Non-Credit Certificates (enhanced funding) that will include an essential skills course in each certificate for the purpose of retraining and reskilling community members for immediate job placement:</p> <ul style="list-style-type: none"> • Customer Service & Digital Literacy Certificate • Trade Technician Certificate • Forklift Operations Certificate 	<p>Two programs, Customer Service and Trade Technician, were approved by the Chancellor's Office on May 3, 2021. The faculty and Staff will be meeting monthly to discuss equipment purchases, marketing and scheduling of the program starting in October 2021.</p>
3. Career Development CANVAS Shell	<p>Developed CTE Canvas Shell, but provided access to all BCC students regardless of program/major.</p>	<p>Creation of central location where all students can access free career resources, job opportunities, & announcements from our partners. Created numerous video tutorials and content to support career exploration of each CTE program.</p>
4. Job Development	<ol style="list-style-type: none"> 1. Developed increase in community partnerships. 2. Completed CTE Career Exploration Workshop Series. 3. Developed Employer 	<ol style="list-style-type: none"> 1. Examples: Career Institute, San Bernardino County, MDEP, GoodWill 2. Topics include: Career Exploration, finding a Job that is Right for You,

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	<p>Partnerships</p> <ol style="list-style-type: none"> 4. Implementation of LinkedIn Learning 5. Increased Participation in Public Affairs. 6. Workshops and Events in Partnership with Transfer & Career 	<p>Resume Tips & Tricks to Land a Job & How to Ace that Interview</p> <ol style="list-style-type: none"> 3. Example: Clemmer Services interviewing and hiring students, Brightline West, ICR Staffing, American Quartz 4. Worked with Denise Pasley to get 60 students utilizing the platform and increasing their skill sets. Continuing to offer it to students who attend workshops or create individual appointments for career assessment. 5. Attending Chamber Meetings, Military Affairs Meetings, & Economic Development Meetings 6. Topics include: Career Resources & Exploration, Workplace Etiquette, Resume & Cover Letter, How to Prepare for an Interview
<p>5. Centralization of Services: Relocation of All Programs to Main Campus</p>	<p>There was need identified to relocate all CTE programming that is currently housed at the off-campus site to the main campus. This will improve exposure of programs and access to students. The goal was established to move out of the facility by the current lease ending date of June 30, 2021.</p>	<p>Bay A, B, and C of the facilities contents have been relocated to main campus in temporary locations.</p> <p>New facilities have been planned and site work and final plans are being finalized to start construction.</p> <p>Remaining contents of facility will be relocated after the spring 2021 semester is completed, leaving the building vacated by the June 30 timeline.</p> <p>CTE will move contents into new building when construction of new buildings on campus is complete.</p>

Area Effectiveness Data	Analysis
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Satisfaction Surveys	No surveys specific to CTE have been completed.
Audits, project tracking, etc.	No audits were completed specific to CTE.
<p>Student Equity Data</p> <p>Specifically address any equity gaps. What innovative plans or projects will help to close these gaps?</p>	<p>We are aware of some apparent equity gaps in female or male dominated pathways. For examples females in cosmetology and males in trades programs such as welding and industrial maintenance. Other equity gaps such as African American students and non-traditional age students were observed and in our marketing campaigns, we targeted these students in marketing materials to promote access for this disproportionately impacted groups. We have also done success stories featuring DI students to promote student access and success into these pathways.</p>

Policies and Process	Response
<p>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).</p> <p>Describe the effect the changes or updates in policies and processes have had on the unit.</p>	<p>Grant funded Salary/Benefits-</p> <p>Salary and benefits being paid by grants affects our ability to provide grant funding directly to programs/student success. For example, during the 2020/2021-year one grant- CTE Transitions funding ceased which was approximately \$46,000 that required us to take salaries and benefits from another grant. In addition, 3 CTE staff positions are 100% grant funded and the other are partially funded from grants which hinders funding for grant deliverables and student success.</p> <p>Purchase orders-</p> <p>We have experienced issues with the timeliness of purchase orders being processed once created. This delay creates an issue with instructional supplies and materials being received for faculty to teach courses. In some cases, due to the delay faculty have purchased their own instructional supplies in order to teach their courses. Furthermore, the delay in purchasing negatively affects our grant reporting.</p> <p>Receiving-</p> <p>Currently the process for receiving orders</p>

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	<p>doesn't exist. Once orders are received the department needs to be notified so that orders can be inventoried if needed and distributed out.</p> <p><i>Timecards-</i></p> <p>We have experienced issues with the electronic timecard. The timecard doesn't calculate the hours properly which results on impacting staff from faculty or others not being able to successfully complete their timecards. This can impact timeliness of pay and completing other tasks in a timely manner.</p> <p><i>Travel requests for virtual professional development-</i></p> <p>This process seems excessive for simple travel requests such as virtual with only registration fees. This can impact getting the reduced early registration rate which affects funding.</p>
<p>What in-house policies, procedures, and processes need to be updated, created, or deleted?</p>	<p>Revisit policies and procedures that impact the above items in order to increase departmental/student success.</p>

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Collaboration with Other Areas	Response
<p>What areas are integral to the work of this area and why?</p> <p>Provide examples of collaborating with other areas on projects, process improvement, etc.</p>	<p>With relocating staff and programming to main campus we have the opportunity to collaborate easier with campus departments and find ways to support one another for student success.</p> <p>Began collaborating with Transfer & Career Center on events such as Virtual Transfer & Career Fair, Mentoring Network, Career Panels & a Career Workshop Series. Now marketing Career Services as a “Career Team” to showcase joint efforts.</p> <p>Continued collaboration on Week of Welcome with Student Services, but increased presence of job opportunities through food pantry services. Also increased involvement in events such as Graduation Box packaging.</p> <p>Collaborated and received instruction from the online office for the creation of the Career and Technical Education Canvas Shell. Specifically on ADA compliance and utilizing tools not previously used. Many CTE faculty also utilized the online office when taking the Introduction to Canvas Training Course and in creation of their Canvas Courses each term.</p> <p>Worked with Maintenance and Operations during the move to Main Campus. In addition, Associate Faculty continued to collaborate with M&O during the restructuring of the Main Campus Welding lab utilized for both BNSF contract education and BCC welding courses. They support efforts by addressing electrical and plumbing needs, work with faculty on dumping metal scrap bins, and coordination of packages and deliveries.</p> <p><i>Students Services/Outreach-</i></p> <p>Collaborated with the local high schools, Central, BHS, Mojave River Academy, SVH, etc. with student enrollment process. Promoted new CTE programs with new marketing materials.</p>

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	<p>Worked with CTE students in getting assistance through special programs and services. Also assist students with upcoming scholarship's sending them updates and new available courses every 2 weeks.</p> <p>We created new outreach strategies for each of our programs to target students in all areas with flyers, videos, emails and phone calls. Post cards will be utilized for the first time for CTE in fall 2021.</p> <p>Built strong relationships with other departments to learn of any updates and new policies that students would need to know. We want to provide the students with all the information that they need to know to be a successful college student.</p> <p>Started a new partnership with Goodwill and the county to help further assist students from their organization to be successful and transition back into a working society.</p>
<p>What other areas have you worked with?</p> <p>Provide examples of collaborating with other areas on projects, process improvement, etc.</p>	<p>Curriculum- Work closely with faculty authors, curriculum and scheduling specialists, and curriculum committee on identifying proper documentation and processes for curriculum submissions. Work with regional IE/DRC and Centers of Excellence on regional curriculum approval process.</p> <p>For military and high school articulation worked with student services, articulation officer, curriculum and other areas on making sure the credit could be awarded and the processes required to award the military credit.</p> <p>Scheduling- hold instructional department faculty meetings with curriculum and scheduling specialist and Dean of Enrollment services to design schedule taking in to account course offering, student scheduling, program completion, etc.</p>

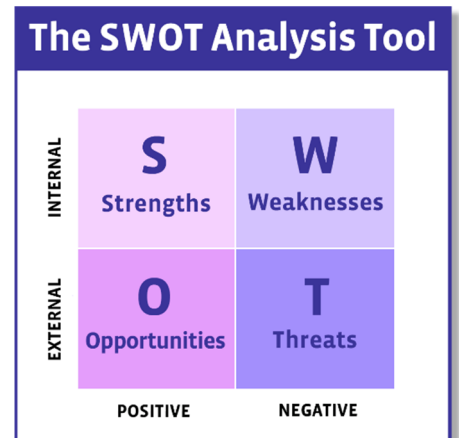
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	<p>Business Office/Receiving- Many of our grants require purchasing so working with the business office and M&O on our purchasing and receiving/inventory processes are important in ensuring meeting timelines of grants, inventory requirements and other grant deliverables.</p>
<p>What other areas do you want or need to work with more and why?</p>	<p>Moving to main campus we see opportunities to strengthen partnerships with campus departments and improving access to services and support that wasn't readily available at our off-campus site. Along with our presence and ability to support campus and department events. Most areas we can see an increase of collaborating with since CTE staff and several programs haven't been on campus for nearly 10 years.</p>

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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
Internal Strengths	<p>We have identified strengths dealing with several of our key delivery areas. With grant funding including regional collaborative grants such as Strong Workforce Program funding we are able to identify and respond to regional and statewide needs. One example of this which has yielded several noteworthy successes and strengths is the job developer project. This has providing staffing for job placement activities which the work has established many employers looking to fill positions and seeking to partner and the ability to connect qualified students with those available positions. The marketing and rebranding work of CTE has also come from Strong Workforce funding which has provided an overhaul of all marketing materials: new CTE logo, flyers, website/social media content, videos, etc. Development of military articulation, expansion of programs such as the hybrid/alternative fuel programming of our automotive technology program are another couple of examples. We are regularly seeking opportunities for grant funding and other funding opportunities, staying innovative in our approaches. An example is the recent NACCE award and recognition BCC received for our non-credit Trades Technician program, receiving national recognition and funding to support the program. We have also done a lot of work our high school outreach, partnerships, and transitional activities. Increasing concurrent enrollment and articulation agreements with high school partners. Providing regular contact and student support directly to high school partners. Contract training has been another strength we have redeveloped and reinstated through our incumbent worker training with BNSF, continuing to promote this ability and be responsive to community and contract education opportunities can establish new partnerships and lead to opportunities for BCC. Creating non-credit offerings provides students access to CTE programs, we are developing three pathways to feed into our credit programs. Aligning curriculum with industry trends through advisory and other means and expanding curriculum to meet student population needs is another key area and strength of CTE.</p> <ul style="list-style-type: none"> • Regional/Subregional Collaboration and Grants • Regional Partnerships • Marketing/Rebranding • Employers looking to fill positions and seeking to partner

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	<ul style="list-style-type: none"> • Responsiveness to employer needs • Faculty recruitment • Redevelopment of contract education and non-credit • High School partnerships outreach, and transitions. • NACCE award/national recognition • Stackable and industry recognized certifications and/or programming • Regional participation and partnerships (MDEP, MDCP, Smart Cities, Economic Development Committee, Military Affairs Committee, Chamber of Commerce)
Internal Weaknesses	<p>The weaknesses deal primary with staffing affecting long-term sustainability and achieving department goals. With a high percentage of staff salary and benefits coming out of grants this provides a weakness to scale programming as needed. Consultants are currently being used to accomplish some grant deliverables which could result in higher turnover since they aren't permanent positions. Many of instruction areas don't have full-time faculty members so there are challenges with not having funding for leads or department chairs for programming or additional funding/ability to offset load of faculty members to complete additional requirements on top of instruction. Having funding for leadership for these projects/areas would increase ability to accomplish goals timely. Not having a dedicated CTE counselor has impacted CTE student pathway success and communications with the counseling department. Having this would allow the counselor to attend our CTE meetings and stay up-to-date on CTE programming to share with students/counselors.</p> <ul style="list-style-type: none"> • Staffing coming out of grant dollars limiting effectiveness of grant dollars directly to programs (i.e. CTE Transitions no longer available) • Overuse of consultants • Need for large overarching initiatives to have leadership • Program leadership through stipend for programs that are part-time faculty lead or heavy • CTE Counselor
External Opportunities	<p>We see many opportunities as extensions of our current work and new opportunities. Opportunities exist for additional federal and state funding through grants and other programs for re-education and retraining of communities, this can also come from organizations such as NACCE which we were awarded a grant for a startup trades technician program that would address retraining the community. Additional opportunities to collaborate with both internal departments at the college and external partners. This has been a focus of ours to support partnerships since so many of our efforts are interconnected. We want to continue these partnerships and provide wrap around services to organizations who enroll in our programs, in which we can partner with other college departments to further this concierge service. Opportunity exists with non-credit programming and its enhanced apportionment. This allows increased access to programming, can feed into our credit-based programs increasing enrollment and fill rates, and meet needs of community/employers. We see many opportunities related to entrepreneurship</p>

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	<p>and innovation with the center providing a centerpiece of this work: embedding into CTE programs, non-credit, community education, partnerships, K12 transitions, and many other opportunities to explore as this project advances. We see opportunities to expand our contract/community education for incumbent and displaced worker populations. This helps provide the community with a hub for training their current employees and future workforce. Continue our efforts with military articulation and expanding to all areas that align, working on marketing this information, there are many opportunities that can result from these efforts: increased enrollment from military within and outside of our service area. We want to explore what other potential partnership opportunities there are with the local military installations (Ft. Irwin, MCLB) both government and contractors at these locations. We recognize the value of our alignment and embedding of industry recognized programming and certification, continue to expand this across all programs. Opportunities exist for becoming testing centers in the high desert to attract the public to our programs and available certifications. Continue to expand ADT for CTE degrees that are local. Continue to work on program cost reduction through OER and other strategies.</p> <ul style="list-style-type: none"> • Fed and State Funding for re-education and retraining communities • Collaborate with student services in special programs • Wrap around services that CTE can offer with organizations such as Career Institute and Workforce Development agencies • Short-term certificates 12-week programs • Entrepreneurship & Innovation Center • Economic partnerships and contract training opportunities • Military articulation and military programming • Licensure and Certifications • Transfer agreements for local degrees
External Threats	<p>Enrollment challenges are one area that has been observed. Limited growth in the Barstow area has been a continued challenge on growing enrollment and introducing new programming. Access to competing educational institutions through online education may be another area that is impacting enrollment sustainability and growth. While job placement is our end goal this can also impact enrollment as a student gaining employment may discontinue their education once gainfully employed, and only return if needed/desire returns. In relation to job placement, particularly during covid, increases in government support programs such as increased unemployment benefits and other financial supports has affected the need of students to gain employment.</p> <ul style="list-style-type: none"> • Government supports have provided challenges to goals such as unemployment benefits replacing need for employment. • Enrollment challenges, limited growth in service area and more access to other competing programs (online college programming).

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III. Area Goals

In this section, areas will answer the question “How can we improve? What do we need to meet our goals?” The purpose of this section is to use data to develop goals and objectives for the next three years.

Reflect on the responses to all the previous questions and the SWOT analysis in Section Two. As you develop goals and objectives,

- Formulate **three to five Area Goals** to maintain or enhance program strengths, or to address identified weaknesses.
 - Cite evidence from assessment data and/or other area effectiveness data.
- Indicate how each Goal is **Aligned** with the College’s [Strategic Priorities](#).
- Identify explicit **Objectives** for reaching each goal.
- Develop **Outcome** statements and appropriate measures for each objective.

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GOAL	Regional & Employment Partnerships
<p>Objective 1</p> <p>Actions, Tasks</p> <p>Outcomes, Measures, Assessment</p>	<p>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.</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Attend all regional meetings relevant to workforce and economic development. 2. Create pipeline partnerships for workforce development groups and employers. <p>Assessments:</p> <ol style="list-style-type: none"> 1. Number of events attended 2. Number of partnerships created and resultant enrollment increase and/or career placement.
<p>Objective 2</p> <p>Actions, Tasks</p> <p>Outcomes, Measures, Assessment</p>	<p>Objectives: EMPR1. Track student job placement. EMTA1. Provide ongoing service in group and individual settings for students to receive career support.</p> <p>Actions:</p> <ol style="list-style-type: none"> 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. <p>Assessments:</p> <ol style="list-style-type: none"> 1. Number of job placements. 2. Number of student appointments, workshops/presentations and career counseling meetings.
<p>Objective 3</p> <p>Actions, Tasks</p> <p>Outcomes, Measures, Assessment</p>	<p>Objectives: EMPR4. Create employment pipelines with premier employers. EMPR3. Focus on large partnerships that yield placement at high rates and volume.</p> <p>Actions:</p> <ol style="list-style-type: none"> 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. <p>Assessments:</p> <ol style="list-style-type: none"> 1. Number of employer partners 2. Number of resumes, interviews and hires due to the new procedure.

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<p>Alignment to BCC Strategic Priority (Select all that apply – click Choose an item for the drop-down list to appear)</p>	<p><i>Choose 1: SP 2.7 Create opportunity to close regional achievement gaps by consulting with and including community agencies for collaboration with Adult Education and Strong Workforce program needs.</i></p>
	<p><i>Choose 1: SP 2.6 Become an effective force in attracting new business and industries to the region.</i></p>
	<p><i>Choose 1: SP 1.3 Consistently promote opportunities for informational and human connections to transfer institutions and career placement.</i></p>
	<p><i>Choose 1: SP 1.3 3. Determine appropriate supports to ensure the timely and efficient increase of students who transfer in their chosen field of study and/or receive jobs in their field of study.</i></p>

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GOAL	Enrollment Growth & Marketing
<p>Objective 1</p> <p>Actions, Tasks</p> <p>Outcomes, Measures, Assessment</p>	<p>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.</p> <p>Actions:</p> <ol style="list-style-type: none"> 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. <p>Assessments:</p> <ol style="list-style-type: none"> 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.
<p>Objective 2</p> <p>Actions, Tasks</p> <p>Outcomes, Measures, Assessment</p>	<p>Objectives: INCT2. Expand our contract education to include other fields. WFPR1. Become the first choice for Workforce Programs and County Services.</p> <p>Actions:</p> <ol style="list-style-type: none"> 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. <p>Assessments:</p> <ol style="list-style-type: none"> 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.
<p>Objective 3</p> <p>Actions, Tasks</p>	<p>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</p>

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<p>Outcomes, Measures, Assessment</p>	<p>enrollment efficiency.</p> <p>Actions:</p> <ol style="list-style-type: none"> 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. <p>Assessments:</p> <ol style="list-style-type: none"> 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.
<p>Alignment to BCC Strategic Priority (Select all that apply – click Choose an item for the drop-down list to appear)</p>	<p><i>Choose 1: SP 2.7 Create opportunity to close regional achievement gaps by consulting with and including community agencies for collaboration with Adult Education and Strong Workforce program needs.</i></p>
	<p><i>Choose 1: SP 2.6 Become an effective force in attracting new business and industries to the region.</i></p>
	<p><i>Choose 1: SP 1.1 Promote the Barstow College Promise program, Transitional College and Dual enrollment and Adult Education programs to increase college access, affordability and completion.</i></p>
	<p><i>Choose 1: SP 1.5 Clearly articulate and simplify student choices with course and program learning outcomes while developing “road maps” and two-year plans that meet industry standards or articulate with key transfer institutions.</i></p>

GOAL	Innovation, Entrepreneurship and Military Articulation
<p>Objective 1</p> <p>Actions, Tasks</p> <p>Outcomes, Measures, Assessment</p>	<p>Objectives: INET1. Support the efforts of the virtual innovation center. INET2. Support the makerspace for student innovation and idea incubation.</p> <p>Actions:</p> <ol style="list-style-type: none"> 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. <p>Assessments:</p> <ol style="list-style-type: none"> 1. Number of virtual innovation meetings and number of

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	<p>participants.</p> <ol style="list-style-type: none"> 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.
<p>Objective 2</p> <p>Actions, Tasks</p> <p>Outcomes, Measures, Assessment</p>	<p>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.</p> <p>Actions:</p> <ol style="list-style-type: none"> 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. <p>Assessments:</p> <ol style="list-style-type: none"> 1. Schedule and track attendance in the incubation, student clubs, workshops and seminars. 2. Schedule and track attendance of interdisciplinary meetings.
<p>Objective 3</p> <p>Actions, Tasks</p> <p>Outcomes, Measures, Assessment</p>	<p>Objectives: MLAR4. Program at Ft. Irwin to complement articulation and CTE degree attainment. MLAR2. Create procedures and processes that will encourage military articulation.</p> <p>Actions:</p> <ol style="list-style-type: none"> 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. <p>Assessments:</p> <ol style="list-style-type: none"> 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.
<p>Alignment to BCC Strategic Priority (Select all that apply –</p>	<p><i>Choose 1: SP 2.12 12. Create innovative partnerships with the city of Barstow, government agencies, foundations and private sector entrepreneurs to act as incubators for new products, industries, and ways of doing business.</i></p>

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click Choose an item for the drop-down list to appear)	<i>Choose 1: SP 2.13 Develop academic and internship programs that prepare students, faculty, staff and partners with knowledge and skills to pioneer innovations.</i>
	<i>Choose 1: SP 2.6 Serve as an innovator and partner with elected officials to ignite and attract economic development opportunities to build a better Barstow.</i>
	<i>Choose 1: SP 3.8 Infuse educational programs with opportunities for students, faculty and staff to meaningfully participate in and enhance the greater Barstow Community.</i>

III a. Resource Requests: What does the area need to meet its goals and objectives?

Position Requests

- Entrepreneurship/ Makerspace Coordinator
- Non-Credit Programming Coordinator
- CTE Counselor
- Student Success Advisor
- FT Welding
- FT Electrical/ Solar
- FT Cosmetology
- FT Business Entrepreneurship
- FT Criminal Justice
- FT Automotive Hybrid/Electrical

Areas can submit their requests for resources by utilizing the Resource Request Form. Requests should be evidence-based and tied to goals and objectives.

This form may also be updated and submitted in Years Two and Three if needed.

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III b: Annual Update Form: Progress towards Achieving Goals

An Annual Update must be submitted each year that a Program Review is not submitted.

For **Existing** Goals, copy and paste each goal from your Program Review.

EXISTING GOALS - copy and paste each goal from your Program Review; add more rows if needed	Progress	Resource Requested? Yes or No
Goal 1		
Goal 2		
Goal 3		

For **New** Goals, fill out the table below. Copy the table for each new goal.

NEW GOALS	
Objective 1 Actions, Tasks Outcomes, Measures, Assessment	
Objective 2 Actions, Tasks Outcomes, Measures, Assessment	
Alignment to BCC Strategic Priority (Select all that apply – click Choose an item for the drop-down list to appear)	Choose 1:
	Choose 1:
	Choose 1:
	Choose 1: