



2016-17 ALUR Divisions (Planning Units)

BEPP Business, Education, and Professional Programs

I.A. What is the purpose of the unit and how does it contribute to the mission of Skyline College? (**Profile: Unit Purpose**)

Completed

Not Applicable

Narrative

The Skyline College Business, Education & Professional Programs Division serves a diverse community of learners and provides student-centered education leading to transfer and to baccalaureate institutions, and AS Degree and certificate career employment. As a gateway to transfer BEPP plays a responsive role in preparing students to become accountable citizens, prepared to make the necessary economic decisions that will benefit their personal and professional lives. The program provides students with multi-disciplinary courses of study in business, education, and career education of the highest standards. Our division is committed to the delivery of high quality career education pathways and workforce training programs that encompass current industry standards and expectations while nurturing entrepreneurial growth that stimulates our local and regional economy. In doing so we strive to ensure our faculty have the latest skills and resources necessary to deliver relevant programming that integrates cutting edge technology and tools necessary for meaningful application of content while meeting the ever-changing demands of industry. The dedicated and talented faculty in the BEPP Division are committed to creating opportunities and programs that assist students in reaching their educational goals on time.

I.B. Which programs or functions are contained within the unit? (**Profile: Programs**)

___ Completed

___ Not Applicable

Narrative

Programs in the BEPP Division:

- Accounting
- Automotive Technology
- Business
- Business Computer Systems & Management
- Cooperative Education
- Entrepreneurship and Small Business
- Cosmetology/Wellness (Cosmetology, Esthetician, Massage Therapy)
- Early Childhood Education/Education
- Hospitality and Tourism
- Real Estate

- Bay Area Entrepreneurship Center
- Child Development Laboratory Center
- Career & Workforce Programs
- Career Advancement Academy

I.C. List the current service area outcomes for the unit. (**Profile: Service Area Outcomes**)

___ Completed

___ Not Applicable

Narrative

1. Faculty will improve student success in classes to a rate of 75% or higher;
2. Students served will complete certificates, and associate degrees for transfer according to their educational goals on-time;
3. Students served will receive quality career and technical education and training consistent with current business and industry trends, fostering employability;
4. Students served will receive support in developmental skills to support their success as they progress through their academic goals to help eliminate equity gaps in student success;
5. Students will experience a variety of services and division sponsored events related to business, education and professional programs to enhance and support their academic goals;
6. Students will receive high quality online education from instructors who have participated in Canvas training and are certified to support successful delivery of online courses;
7. Students serviced will receive high quality education from faculty who are committed to the Skyline College Promise to help student's "Get In, Get Through, and Get Out...on time!" according to their educational goals.

II.A. Review data related to the administrative unit and assess the unit's effectiveness at meeting its described purpose. Data should include, but is not limited to, the CPRs/APPs submitted within the last year by programs within the administrative unit.

Describe the unit's effectiveness including identification of achievements and/or areas in which further effort is needed. Comment on progress made towards previously established unit objectives. **(Analysis: Unit Effectiveness)**

___ Completed

___ Not Applicable

Narrative

BEO Objectives from 2016-2017 including Outcomes

College Goal	Strategy	Objectives Unit	Objective	Measurement Requirement	Outcome Status
1	1.1, 1.2, 1.3	BUS, COSM/WELL	Revise curriculum, certificates and degrees in Business connecting to industry standards.	New/modified certificate(s), and Degrees.	Ongoing Entrepreneurship Business Information Worker Certificate I
1	1.1	BUS	Revise Small Business / Entrepreneurship program	Curriculum developed and implementation Academic year 2016-17.	Ongoing
1	1.1, 1.3	BCM	Modify BCM. courses to a Business prefix. Create a new certificate based on industry need and standards.	New certificate developed.	Business Information Worker Certificate I
1	1.3	ACTG, AUTO, BUS, BCM, COSM, /WELL, CDLC	Develop robust Advisory Committees for Business, Education & Professional programs.	Increase in industry partnerships, agenda, minutes	Ongoing COSM/WELL completed
1 3	1.3, 3.2	BEPP programs	Program website enhancements including career pathways to inform students of programs	Department websites updated	Completed
1 3 5	1.1, 1.2, 1.3, 3.2 5.1	AUTO, COSM /WELL, CDLC	Increase the department exposure using social media (Facebook) to increase awareness of the Dept. news and course offerings.	Measure by evaluating the hits or likes to the site.	Ongoing
1 5	1.1, 1.2 5.1	Division	Continuous training and improvement to online course delivery, and instruction.	Increased success rates in online classes	All online faculty completed Canvas training.

					Tracking success rates
1 2	1.1, 1.2 2.1, 2.2	BEPP	Continue supporting adjunct faculty to participate in assessment development, analysis and action plans. (Some adjunct faculty are overseeing assessment of courses only taught by them)	Department meeting minutes, assessment materials	Ongoing
1 2	1.1, 1.2 2.2	BEPP Coordinators	Increase coordinator's communication within departments sharing strategies for increasing student success and retention rates, enrollment strategies, best practices and other initiatives.	Monthly coordinator meetings	Ongoing Dean attends Coordinators monthly meeting
1	1.2	BEPP	Request for a PSC for the BEPP Div.	Academic year 2017-2018	2017-2018 request
1	1.1, 1.2, 1.3	BEPP	Increase marketing and outreach for lower enrolled courses and programs.	Increased enrollment and visibility of the programs	Ongoing In-house marketing, dept. marketing, CWP, outreach to , high schools, summer bridge programs
1	1.1, 1.2	BUS	Development of a Marketing, and Retail Management certificate	Certificate Development	Ongoing Completion Spring 2018
1 5	1.1, 1.2, 1.3, 5.1	BEPP	Identify and incorporate strategies to improve success and retention rates in online and traditional courses.	Improved success and retention rates in courses.	Ongoing Meetings, CTTL, flex day activities, division interactive meetings

II.B. Describe the progress on service area outcomes, conclusions drawn, and expected use of results. (**Analysis: Progress on Outcomes**)

___ Completed

___ Not Applicable

Narrative

1. Faculty will improve student success in classes to a rate of 75% or higher:

The Division did not reach this goal in all programs as indicated in the data below. The Division has focused on improving student success and retention rates last academic year. An analysis of 2015-16 data indicates that 4 out of 9 programs reached the goal of student success rates of 75% or higher. 7 out of the 9 programs increased their success rates over the 3-year period 2011-12 through 2015-16. The online success rates for the Division are 68% which are higher than the College rate of 64.1%.

2. Students served will receive quality career and technical education and training consistent with current business and industry trends, fostering employability

The CTE programs had Advisory Committee meetings (some annually and biannually which provided direction and guidance for the specific career and technical area within the college to strengthen and enhance the success of the college programs. By working closely with business and labor communities, we continue to provide high quality workforce training and education to our students so they will succeed in today's job market. The committees make recommendations that will strengthen and help to expand the curriculum to improve the quality of program(s). Members provide valuable input in areas such as curriculum development, student recruitment and placement, staff development, equipment and software recommendations.

Now that BAEC is part of the BEPP Division we will be collaborating with their Advisory Board to implement appropriate services to support the advancement of start-ups and entrepreneurial ideation. We feel this approach of having a more active and an interactive board is more beneficial to students and faculty than the standard of hosting one passive Advisory Committee meeting per year. As part of the Strong Workforce Initiative increased enhancement of the expectations Advisory Committees play in the development or re-design of CTE programming. Through increased high school relationships and dual enrollment partnerships, advanced opportunities will be created for students to access college and progress through pathway completion. An emphasis is placed on creating seamless pathway experiences through partnership professional development, program alignment and articulation.

3. Students will receive high quality online education from instructors who have participated in Canvas training and are certified to support successful delivery of online courses;

All full and part-time instructors in the BEPP Division that taught online courses have participated in Canvas training and are certified.

4. Students serviced will receive high quality education from faculty who are committed to the Skyline College Promise to help student's "Get In, Get Through, and Get Out....on time!" according to their educational goals.

The Skyline College Promise and development of Meta Majors and Guided Pathways was discussed at BEPP Division meetings. Faculty in the Division have participated in Meta Majors and Guided Pathways work meetings throughout the 16-17 academic year and faculty are



members of the Design Team. All faculty in their departments have completed mapping of the core courses a student must take to complete a degree or certificate in their respective areas.

II.C. Describe key factors and changes impacting the unit such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues. (**Analysis: Unit Environment**)

___ Completed

___ Not Applicable

Narrative

--Meta-Majors and Guided Pathways Initiative. All degrees/certificates in the Division have been mapped and illustrate clear roadmaps of coursework that student need to complete to earn a degree or certificate. The outcomes include: curriculum changes and eliminating duplication of courses, improving retention rates by guiding students into a career choice; fewer wasted units, elimination of excess units which costs money and slows students down with their educational goals, and supports on-time graduation. Improves retention by guiding students into a career choice. Course sequencing can lead to better rates of course completion. Eliminate duplication of classes is a focus in our Division.

--Significant changes in leadership and faculty in the BEPP Division included the following: a) Cosmetology/Wellness: Cassidy Ryan replaced Kym Jackson as Cosmetology/Wellness Faculty/Coordinator; Robyn Ledesma was hired in a new position as a Cosmetology Program Assistant; Andrea Vizenor was hired as the Director of Career & Workforce Programs and has been instrumental with our CTE programs, our faculty and will be overseeing the Bay Area Entrepreneurship Center. (BAEC); Pceyta Stroud is the Project Director at BAEC which is newly under the BEPP Division; Nicole Porter was hired as an Early Childhood Education full-time tenured track faculty replacement position for Sarita Santos starting in Fall 2017. Enrollment is projected to increase in Cosmetology/Wellness for Fall 2017: 40 students in the Esthetician program with a waiting list, Cosmetology 30+ students, and 30 students in the Massage Therapy program. Cosmetology/Wellness program coordinator, staff and faculty and I worked on stabilizing the program, updating processes, working on extensive outreach, curriculum modifications and efforts have been successful.

--A full-time faculty member, Professor Ortiz was on medical leave in Spring 2017. Full-time faculty taught his classes increasing overload pay for the semester.

--A major goal in the Division is working on reaching 525 load. Multiple sections of classes are being maximized for efficiency. The CTE programs are working on connecting certificates and degrees to industry standards. Strong workforce funds are in place offering outreach opportunities, and connections with high schools partners to help increase enrollment and visibility of programs.

--Perkins/VTEA and CTE Transitions Grant funding that promotes the CTE programs continued for fiscal year 2017-2018. Skyline's allocation for 2017-18 (\$250,712) is larger than last year's by \$1,842 providing additional funding.



- The Business Computer Systems & Management Department developed a new Business Information Worker Certificate in conjunction with the DSN, and Doing What Matters.
- Moved the Int'l Trade/Int'l Logistics & Int'l Business programs to Global Learning Programs and Services Department.
- The Bay Area Entrepreneur Center (BAEC) has transferred to the Career and Workforce Programs Department under the Business, Education & Professional Programs Division.
- Skyline College won the CTE Stars Award, which recognizes Skyline College for its track record on advancing students' economic mobility. Our college has shown great results in the Advanced Transportation & Renewable Energy (Automotive) sector. Students in this sector have outcomes that are among the top in the state, with 71% attaining a living wage and 100% reporting that they are employed in their field of study.
- Skyline College was selected as one of the colleges to participate in the Self-employment Pathways in the Gig Economy Project for 2017-18.
- CAA state funding from the Chancellor's Office will end June 2018.
- ECE/EDU was awarded a Skyline College President's Innovation Fund (PIF) grant to focus on "All Things Teacher Prep for 2017-18".
- Business/BAEC was awarded a Skyline College President's Innovation Fund (PIF) grant to focus on Changing the Face of Entrepreneurship-Business Expo Week.

II.D. Describe the current staffing structure of the unit and how it aligns with achieving the purpose of the unit. Attach the current organizational chart (an image of the org chart can be inserted in the box). Provide staffing FTE by category (FT/PT faculty, permanent staff, temporary staff, student workers, administrators).

HINT: To display the information in a table, it is easiest to create the table in Word and paste into the narrative box. (**Analysis: Unit Personnel**)

___ Completed

___ Not Applicable

Narrative

Position	Staffing Levels
	2017-2018
Administration	3.0 FTE
1.0 Dean	1.0
1.0 Career & Workforce Programs Director	1.0
1.0 Bay Area Entrepreneur Center Director	1.0
Classified Staff FT	14.0 FTE
1.0 BEPP Division Assistant	1.0
1.0 Instructional Aide II (BCM Lab)	1.0
1.0 Staff Assistant (COSM)	1.0
2.0 Automotive Technicians (AUTO)	2.0
2.0 Cosmetology Aides (COSM)	2.0
1.0 Office Assist II Career & Workforce Programs	1.0 Grant Funded
1.0 Program Services Coordinator CAA	1.0
1.0 COSM Program Assistant	1.0
1.0 PSC ECE	1.0
1.0 Project Director – Rita Gulli	1.0
1.0 Linda Truong, OA II, BAEC	1.0
Classified Staff PT	4.53
3 Instructional Aides (BCM lab and ACTG lab)	1.63
1 Cosmetology Office Assistant (Open)	.48
1 Cosmetology Program Assistant	1.0
1 COSM Storekeeper	.48
2 COSM Aides	.94
Hourly Staff	
2 Student Workers	See Below
2 Short Term - BAEC	See Below
FTE Faculty Full-Time	22.50
Accounting	2.0
Automotive	7.0

Business	4.0
CDLC – Tina Watts CDLC Coordinator	1.0
COOP	1.0
COSM/Wellness	5.0
ECE	2.0
FCS (Claire Muller-Moseley 50% phased retirement)	.50
FTE Faculty Part-Time	8.63
Faculty Reassigned FTE Full Time	1.2
Faculty Reassigned FTE Part Time	0
Total Full Time Equivalent Staff	53.86

Administration position staffed by the Division Dean. Andrea Vizenor is the Director of Career and Workforce Programs.

Classified Staff FT: 2 PSC’s (CAA Workforce Development and ECE/EDU). 1 BEPP Division Assistant; 1 BCM Instructional Aide II; 1 Staff Assistant in COSM; 2 Automotive Technicians; 2 Cosmetology Aides; Career and Workforce Dept: 1 Office Assistant assists director with operations. STRONG Workforce Funding to support the following: Request for 1.) PSC Strong Wrkfc /Perkins/CTE Transitions 2.) CTE, PSC Career Wrkfc Mrktg Outreach, and 3.) PSC Center Career & Workforce. Replacement for full-time Director for DSN (C/O Grant funded) and 2 job developers to lead the implementation of job placement services.

Classified Staff PT: 3 Instructional Aide II’s: 2 in BCM. Lab and 1 in the Accounting Lab; 2 Cosmetology Aides; 1 COSM Office Assistant; 1 Cosmetology Program Assistant; 1 Storekeeper (.48) partial replacement for the 100% position Fall 16-17.

Hourly Staff: 4 Cosmetology Instructional Aides to supervise students in the lab during practical application experiences and oversee students during client services and assist faculty in classes; 2 Wellness Short-term aides assist faculty in the labs and spa, help with outreach and other activities; 1 OAI Short-term temp in Workforce CAA (15-22 hours per week). Her assignment will be ending and the employee will be applying for classified staff part-time permanent position; 8 CDLC student workers - provide coverage for breaks and lunches and classroom support for the CDC III Aides; Need 1 OA II short-term position for RHT Grant 37.5 hours in Career and Workforce Department (Grant Funded).

Short Term OAI's: Bay Area Entrepreneur Center (BAEC)

Student Workers: 2 in the BCM. lab to assist students in the lab and assist the instructional aides; 2 student workers in the BEPP Division to assist with general office work and assist with Division work. Federally funded – Work study.

FTE Faculty Full-Time: Claire Muller-Mosely (Family Consumer Science) is on phased retirement at 50% for 2017-18. A replacement ECE instructor was hired to replace Sarita Santos in Fall 2017.

FTE faculty Part-Time: 32 Part-Time Instructors, 8.63 FTE

Faculty Reassigned FTE Full-Time:

--Kathryn Browne, ECE Coordinator	.20 (Fund 1)
Kathryn Browne, Academic Senate President	.40 (Fund 1)
--Tom Broxholm, AUTO Technology Coordinator	10 hrs/wk overload
--Steven Cooney, COOP Coordinator	.20 (Fund 1)



--Julia Johnson, Evening AUTO Coordinator	.10 (Fund 1)
--Soledad McCarthy, BUS Coordinator	2.5 hrs/wk (Grant funded)
	2.5 hrs/wk (Fund 1)
--Sita Motipara, BUS. Co-Coordinator	.07 (Fund 1)
--Claire Muller-Moseley, CTE Work	.10 (Fund 1)
--Linda Whitten, ACTG Coordinator	.13 (Fund 1)
Faculty Reassigned FTE Part-Time: 0 Part-Time	

III.A. Considering the previous analysis, identify unit strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the conclusions drawn can be used to improve the unit's effectiveness in order to promote student learning and achievement. (**Reflection: Considering Key Findings**)

___ Completed

___ Not Applicable

Narrative



Units Strengths:

Online learning: All online instructors have been trained on Canvas and are certified. Online faculty are committed to participating in CTTL workshops to increase pedagogical practices to enhance online instruction. Meetings are set-up each semester to track retention and success rates in online classes. The goal is to increase success rates to 75% or more. The Division is working on increasing the online delivery of courses so that we have fully online certificates and degrees.

Meta Majors and Guided Pathways: The Division was involved in the development of Meta Majors and Guided Pathways. Faculty in the Division have participated in Meta Majors and Guided Pathways work meetings throughout the 16-17 academic year and faculty are members of the Design Team. All faculty in their departments have completed mapping of the core courses a student must take to complete a degree or certificate in their respective areas.

Ensure compliance with External Regulatory agencies, Accreditation and Certification standards: The BEPP Division ensures ACBSP accreditation standards in the Business programs with continuous improvement by creating the impetus for relevancy and currency of faculty, programs, and courses to best serve students and employers. The Division ensures compliance with external regulatory agencies and makes sure accreditation and certification standards are met with NATEF, Cosmetology State Board, Massage Therapist Licensing Board, CAMTC and ACBSP.

Career and Technical Education: The division is committed to the delivery of high quality career education pathways and workforce training programs that encompass current industry standards and expectations while nurturing entrepreneurial growth that stimulates our local and regional economy. The recent transfer of BAEC to the BEPP Division provides powerful collaboration support for Entrepreneurship. The Career and Workforce Department vision and hiring of Andrea Vizenor has transformed support for CTE programs. With the Strong Workforce Grant funding the CTE programs are enhancing programmatic curriculum which is tied to industry standards, outreach and marketing of programs, and furthering connections with high schools and industry partners. We strive to ensure our faculty have the latest skills and resources necessary to deliver relevant programming that integrates cutting edge technology and tools necessary for meaningful application of content while meeting the ever-changing demands of industry.

Shared Vision: The Skyline College Business, Education & Professional Programs Division serves a diverse community of learners and provides student-centered education leading to transfer and to baccalaureate institutions, and AS Degree and certificate career employment. As a gateway to transfer BEPP plays a responsive role in preparing students to become accountable citizens, prepared to make the necessary economic decisions that will benefit their personal and professional lives. The program provides students with multi-disciplinary courses of study in business, education, and career education of the highest standards. The dedicated and talented faculty in the BEPP Division are committed to creating opportunities and programs that assist students in reaching their educational goals on time.



Challenges:

Student Success Rates: A major goal of the BEPP Division will be to focus on increasing student success rates to meet the College goal of 75% or higher. Program Review Data indicates that the success rates in 2016-2017 for Automotive Technology (87.1%) and Cosmetology/Wellness (88.15%) programs have high success rates. The Early Childhood Education program's 2016-17 success rates increased to 75.4%. Other programs in the BEPP Division have low success rates which is unacceptable: Accounting (62.3%), Business (68.5%), and Real Estate (68.5%). Interesting facts: Success rates in Accounting online courses is higher (63.3%) than the face-to-face courses at 61.3% during the same time period. Success rates in Business online courses (65.3%) were lower than the face-to-face courses (72.5%). Implementation strategies include: working with instructors to include Supplemental instruction assistance, provide workshops on success strategies (both online and face-to-face) courses, work with Career and Workforce programs on curriculum redesign and provide faculty with information about the resources available on campus to assist students with success. Division meetings will include interactive workshops on student success and retention topics, early intervention and engagement strategies.

Advisory Committees: All CTE programs held Advisory Committee meetings which provided direction and guidance for the specific career and technical area within the college to strengthen and enhance the success of the college programs. Participation from industry was not as robust as we would like in the Business meetings. Now that BAEC is part of the BEPP Division we will be collaborating with their Advisory Board to implement appropriate services to support the advancement of start-ups and entrepreneurial ideation. We feel this approach of having a more active and an interactive board is more beneficial to students and faculty than the standard of hosting one passive Advisory Committee meeting per year. As part of the Strong Workforce Initiative increased enhancement of the expectations Advisory Committees play in the development or re-design of CTE programming. Through increased high school relationships and dual enrollment partnerships, advanced opportunities will be created for students to access college and progress through pathway completion. An emphasis is placed on creating seamless pathway experiences through partnership professional development, program alignment and articulation.

Enrollment Decline:

Data from the PRIE office indicates that enrollment from 2011-12 to 2015-2016 has steadily gone down in face-to-face classes in Accounting, Automotive, Business, COOP, Cosmetology/Wellness, and Early Childhood Education. The online course delivery enrollment increased in Accounting, Business, and Early Childhood Education during the same period. BCM's online enrollment decreased significantly. The departments recognize the need to improve and update curriculum so it is tied to industry standards. We need to review prerequisites for courses that create barriers for students. In addition, reviewing certificates and degrees that are awarded and streamlining curriculum. We are looking at areas of growth through LMI data in marketing, retail management which aligns with industry demands. Creating fully online certificates and degrees, and expanding GE options within the programs. Outreach is increasing and we have begun working with Andrea Vieznor, CWP and with Strong workforce



funds on increasing outreach to high school students, bridging classes, and offering concurrent enrollment opportunities.

III.B. Based on the CPRs/APPs for programs within the unit, identify any potential areas of synergy across unit and program activities that may not be easily recognized from within individual programs. **(Reflection: Synergy)**

___ Completed

___ Not Applicable

Narrative

Now that BAEC is under our Division, we will be working more closely with SMT and the Fab Lab. In addition, collaboration with Business and Entrepreneurship programs.

The Director of Career and Workforce programs works across instructional Divisions to advance and design pathways that meet the needs of our regional workforce. In doing so, collaborates and builds increased synergy across multiple disciplines. For example, Nate Nevado is currently developing a counseling career pathways course to tie in with CTE Career Pathways. Currently Business and Counseling are the only departments that are part of the New World of Work 21st Century Skills Initiative. In August of 2017, The Director of Career and Workforce worked to bring the 21st Century Skills training to Skyline College. Faculty from a variety of departments will have the opportunity to participate in this initiative.

Summer 2017 BUS. 166 – The Business Plan was contextualized for Cosmetology students. This was the result of a collaborative partnership between Cosmetology, Business Entrepreneurship and Career and Workforce Programs. This course will be offered for Cosmetology students each summer and integrates dynamic workforce readiness workshops and sessions that equip students with skills impacted by the latest trends in industry giving them the competitive edge and increased opportunities.

Faculty in our Division have many areas of expertise and can teach across programs. For example, Business faculty can teach in Accounting, Business, Business Computer Systems & Management, Marketing, and Entrepreneurship. Cosmetology, some faculty can teach in Esthetics and Cosmetology/Wellness. This allows flexibility when filling faculty Load and sharing of curriculum, and collaboration in building programs.

III.C. Describe the aspirations of the unit. What is the preferred future of the unit? What long-term results does the unit want to achieve? Strategically thinking about the next 2-5 years, how can resources be leveraged and programs work together to achieve those long-term results? (**Reflection: Aspirations**)

___ Completed

___ Not Applicable

Narrative

The aspirations for the BEPP Division include:

- Ensure a Division Load that supports the college's overall load goals of a minimum of 525 through effective schedule and section management.
- Engage in the re-design of the BEPP degrees and certificate offerings and work with the Director of Career and Workforce Programs to advance the redesign of CTE programs focusing on relevant industry driven curriculum,
- Faculty will improve student success in classes to a rate of 75% or higher.
- Students served will receive quality career and technical education and training consistent with current business and industry trends, fostering employability.
- Now that BAEC is part of the BEPP Division we will be collaborating with their Advisory Board to implement appropriate services to support the advancement of start-ups and entrepreneurial ideation. We feel this approach of having a more active and an interactive board is more beneficial to students and faculty then the standard of hosting one passive Advisory Committee meeting per year. As part of the Strong Workforce Initiative increased enhancement of the expectations Advisory Committees play in the development or re-design of CTE programming. Through increased high school relationships and dual enrollment partnerships, advanced opportunities will be created for students to access college and progress through pathway completion. An emphasis is placed on creating seamless pathway experiences through partnership professional development, program alignment and articulation.
- Comprehensive development of BAEC Entrepreneur services as a part of the Entrepreneurship pathway program.
- Development of a robust job placement function as part of Career and Technical Education pathway.
- Implementation of high impact instructional practices that utilize the use of technology and design thinking pedagogy.
- Students serviced will receive high quality education from faculty who are committed to the Skyline College Promise to help student's "Get In, Get Through, and Get Out....on time!" according to their educational goals.
- Students will receive high quality online education from instructors who have participated in Canvas training and are certified to support successful delivery of online courses. Continuous improvement for online instructors by offering workshops at Division meetings on various topics to increase success rates both in face-to-face and online courses to reach 75% or higher.



- **Meta-Majors and Guided Pathways Initiative.** All degrees/certificates in the Division have been mapped and illustrate clear roadmaps of coursework that student need to complete to earn a degree or certificate. The outcomes include: curriculum changes and eliminating duplication of courses, improving retention rates by guiding students into a career choice; fewer wasted units, elimination of excess units which costs money and slows students down with their educational goals, and supports on-time graduation. Improves retention by guiding students into a career choice. Course sequencing can lead to better rates of course completion. We aspire to eliminate duplication of classes and continue course and program development focused on industry needs.

This is what the preferred future would look like for programs in the BEPP Division:

Business, Education & Professional Programs and CTE Programs - The Skyline College Business, Education & Professional Programs Division serves a diverse community of learners and provides student-centered education leading to transfer and to baccalaureate institutions, and AS Degree and certificate career employment. Business and CTE programs will be recognized as the programs of choice for students living in San Mateo County and the Bay area as providing up-to-date training with high job placement rates and high transfer rates. As a gateway to transfer BEPP plays a responsive role in preparing students to become accountable citizens, prepared to make the necessary economic decisions that will benefit their personal and professional lives. The program provides students with multi-disciplinary courses of study in business, education, and career education of the highest standards. The CTE programs are committed to the delivery of high quality career education pathways and workforce training programs that encompass current industry standards and expectations while nurturing entrepreneurial growth that stimulates our local and regional economy. We strive to ensure our faculty have the latest skills and resources necessary to deliver relevant programming that integrates cutting edge technology and tools necessary for meaningful application of content while meeting the ever-changing demands of industry. Enrollment will increase in all programs by working with Career and Workforce programs on curriculum re-design, working with Meta-Majors and Guided Pathways, outreach efforts including connections with high schools and bridge programs, concurrent enrollment efforts and offering professional development opportunities for faculty to learn effective pedagogical approaches to teaching and learning. The Division is committed with all these efforts to increase enrollment, reaching the college goal of 525+ load and improving student success in classes to a rate of 75% or higher. As we grow staffing needs will increase.

CDLC = The program would be offering four classrooms an Infant Room, Toddler Room, Preschool Room and a Pre-K Room. The CDLC would continue to work with college administrators to identify a fiscally responsible staffing structure that meets the needs of the program, parents and best practice standards for the field. We would strategize to find ways to increase categorical funding, CalWORKs and fee-for-service earnings and look for other grant opportunities to support and operate a model laboratory center at Skyline College. The College has institutionalized funding for the Child Development Services Coordinator salary. We would hope that with the efforts listed above and with appropriate staffing for a model laboratory center this will allow the program to increase the number of children and student-parents served, allow



faculty and staff to focus on program services and student learning outcomes, and increase career and technical training opportunities for ECE students.

ECE/EDU Department = Aspires to lead the effort to create teacher pathways at all levels. Our program can be pivotal in addressing the teacher shortages in early Childhood, Elementary Education, Special Education and beyond. Our current work and future plans knit together in these ways:

1. Get in: Create a high school guided pathway in ECE/EDU and Special Education Para-educator pathway with local Elementary School Districts.
2. Get through: Our teacher intern program is designed to allow students to take core courses and getting experience at the Child Development Lab Center.
3. Get out on time: we hope to accelerate acquiring an AST Degree by collaborating with other divisions for students to complete their general education.
4. Next steps: Institutionalize the Education Preparation center (EPICenter). Become a pilot program for a Bachelor's degree in Education.

Cosmetology/Wellness Department = Aspire to grow the Department by creating an evening Barbering program. To continue to increase enrollment and by Spring 2019 carry a consistent 250+ students each semester (Cosmetology/Esthetics/Barbering/Massage Therapy). Launch crossover courses allowing students to achieve multi certificates in reduced time frames. For example, completed Cosmetology students will be able to receive their Barbering license in one semester. They can stay five semesters and get three licenses. We aspire to be the best school in the Bay Area. We will be the first Community College in California to offer a Barbering program.

Automotive Technology = Development of two certificate programs for the afternoon and evening programming that address the multi-faceted advancement of the Automotive industry. Aspire to be the cutting edge Automotive program in this State.

Center for Career and Workforce Programs and BAEC = Work diligently with Fortune 500 technology companies such as Apple, Google, SAP, DEV OPS, APP Development, UX Designers and META Company to develop pathways in cyber security. Through the thoughtful engagement of employers at a technical retreat where the reverse engineer pathway experience will take place with key faculty from Skyline College. Funding from Strong Workforce funds will be used to support innovative and responsive projects such as the development of open education resources for career pathway courses.

The Bay Area Entrepreneurship Center (BAEC) is part of the BEPP Division and we will be collaborating with their Advisory Board to implement appropriate services to support the advancement of start-ups and entrepreneurial ideation. We feel this approach of having a more active and an interactive board is more beneficial to students and faculty than the standard of hosting one passive Advisory Committee meeting per year. There will be comprehensive development of BAEC Entrepreneur services as a part of the Entrepreneurship pathway program. Expand Adult School Bridge programming into Entrepreneurship Pathways while providing expanded services through the BAEC and expand partnerships with non-profit organizations to better serve community members.

IV.A. Based on the reflection, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the ALUR report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the ALUR and link each objective to one or more Institutional Goals.

Need help? Contact the PRIE Office for further instructions. **(Strategy for Unit Enhancement: Action Plan and Resource Requests)**

___ Completed

___ Not Applicable

Associated Objectives

 [251-Facilities](#)

 [250-Personnel](#)

Enhanced Budget with Objective and Task Detail

Budget Account #: 2411BEPP00--

Planning Unit Code: 2411BEPP00

Unit Manager: Roumbanis, Christine

Budget Account: Business, Education, and Professional Programs

Planning Unit: Business, Education, and Professional Programs

Planning Year: 2017-2018

GL Code	Description	Requested			Objective Title	Task Description
		Qty	Cost	Amount		
2130 - CLERICAL SAL	Maximum salary for a seasoned PSC.			\$85,000	Personnel	Hire classified and faculty if approved.
2130 - CLERICAL SAL	\$61,000 One full-time Cosmetology Aide To assist Cosmetology/Esthetician Lab			\$61,000	Personnel	Hire classified and faculty if approved.
2130 - CLERICAL SAL	Salary = Grade 27 Classified Salary Schedule (60) \$65,000			\$65,000	Personnel	Need to hire a Program Services Coordinator – Business, Education & Professional Programs A full-time PSC for BEPP to assist with outreach, tracking syllabi, TBA and PA attendance rosters, SLOAC tracking, entering assessment data into TracDat, provide schedule entry assistance, coordinating events, and budget tracking to support the BEPP Division which now supports BAEC
6450 - MISC EQUIP	Laptop Bundle \$1,386.46 Shipping \$0.00 Taxes \$45.03 Total \$1,436.49 BAEC Director, Pcyeta Stroud needs a laptop to complete projects and communicate with staff/division when she is working offsite (i.e. Attending conferences and meetings).			\$1,436	Equipment	Dell Latitude 7480 Laptop for Pcyeta Stroud, BAEC Director Bundle: Latitude 7480 i5 Reason: Needs a laptop to complete projects and communicate with staff/division when she is working offsite (i.e. Attending conferences and meetings).
6450 - MISC EQUIP	Writeable walls			\$10,000	Facilities	Update classrooms for Business/Entrepreneurship students making them collaborative learning environments which promote collaboration, critical thinking, and problem solving expected from industry. Use newer technology for inquiry and collaboration in the classrooms and the use of writable walls to promote active learning. We are also looking to collaborate with industry partners on funding.
Total for 2411BEPP00-- Business, Education, and Professional Programs:				\$222,436		