

2018-19 Administrative Leadership Unit Review of Business, Education, and Professional Programs Division

I.A. Profile: Unit Purpose

What is the purpose of the unit and how does it contribute to the mission of Skyline College?

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.

Associated Objectives

[965-Hire Full-Time Faculty in Business](#)

I.B. Profile: Programs

Which programs or functions are contained within the unit?

Narrative

The following programs are housed in the Business, Education & Professional Programs Division (BEPP):

- Accounting
- Automotive Technology
- Business
- Business Computer Systems & Management (BCM.)
- Cooperative Education
- Cosmetology/Wellness (Cosmetology, Esthetician, Massage Therapy)
- Education/Child Development (EDUC) (CD)
- Entrepreneurship and Small Business
- Hospitality and Tourism
- Management
- Real Estate

The Child Development Laboratory (CDLC), Center for Workforce Development (CWD) and Bay Area Entrepreneurship Center (BAEC) are also housed in BEPP. Andrea Vizenor, Director of Career and Workforce Programs oversees BAEC.

I.C. Profile: Service Area Outcomes

List the current service area outcomes for the unit.

Narrative

1. Students served will complete certificates, associate degrees including associate degrees for transfer according to their educational goals;
2. Students served will receive quality career and technical education and training along with internship opportunities consistent with current business and industry trends, fostering employability;
3. 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;
4. Students served will experience a variety of services and division sponsored events related to business, education and professional programs to enhance and support their academic goals;
5. Students served will receive high quality online education from instructors who have participated in Canvas training and are certified to support successful delivery of online courses;
6. 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 Graduate on time" according to their educational goals;
7. Students served will receive support with a clear course sequence with embedded counseling, academic support and feedback throughout their educational journey.

II.A. Analysis: Unit Effectiveness

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.

Narrative

The BEPP Division last year identified the following goals in supporting the Skyline Promise:

1. Review and update of curriculum including courses, certificates and degrees.

- **Cosmetology program** completely re-wrote the course sequence and redesigned curriculum to include modernized offerings and meet student learning outcomes. The new program was launched in Fall 2018. Advanced COSM classes were developed (Eyelash Enhancements, Braiding (Non-Licensure), and Adv. Skin Care/Hair Removal. Plans are underway to develop cross over courses for Cosmetology and Esthetics. A new Barbering program is being developed to meet industry needs. This goal is ongoing.
- **Business/BCM. programs** modified, deleted and banked courses and programs. Business went through CPR in 2018-19 and banked four courses, deleted three courses and deleted the Asian Studies AS Degree, and two Certificates of Achievement in Asian Studies and Chinese Studies. The courses and programs haven't been offered due to low enrollment, low certificate earners and not being tied to current industry standards. The BUS Department is working on redesigning the BCM. curriculum. The Office Assistant Certificate was modified to reflect current industry skills. The BUS program is committed to the comprehensive redesign of programs connecting career pathways to industry standards. This is an ongoing goal.
- **Wellness program** modified six courses to align hours and units for the program. This goal was completed.
- **Automotive program** went through Comprehensive Program Review and reviewed and updated curriculum for relevancy. At the start of Program Review there were 95 active courses. By mid March progress was made 18 courses deleted, 32 courses banked, 10 new courses, 8 new cross-listed and 17 courses were modified. A total of 50 courses were deleted and banked. Seven Certificates of Achievement were modified and two new COA's were added. The Automotive Department is encouraged to redesign the 15 units course structure to smaller units.

The 15 unit course structure hampers students from completing an AS Degree. Breaking the units into smaller units allows flexibility in scheduling and encourages more students to complete an AS Degree. This model would be advantageous for students so they can complete their GE requirements and AUTO classes while working towards an AS Degree.

2. **Modify BCM. courses to a Business prefix.** The BUS Department did not complete this goal. The Department is in the research phase and gathering data to make informed decisions about the program. This goal is ongoing.
3. **Develop Robust Advisory Committees:** Accounting, Automotive Technology, Cosmetology/Wellness held Advisory Committees. The Business/BCM Advisory Meeting will be held in Summer 2019. The Department is working with Career and Workforce Programs to increase industry partnerships to expand industry involvement and input. This is an ongoing goal for all departments which includes more industry partners co-leading the Advisory Committees.
4. **Department Websites Updated:** Program website enhancements including adding career pathways to inform students of programs. Departments worked with Connor Fitzpatrick on website redesign to include information such as Advisory Meeting Agendas and Minutes, and ACBSP accreditation information. This is an ongoing goal to keep websites updated.
5. **Training and improvement to online course delivery, and instruction.** Although faculty who teach online are Canvas trained, I am encouraging faculty to continue professional development opportunities by taking workshops, seminars and trainings in new pedagogical methodologies in teaching and learning through the CTTL. The goal is to increase success rates in online and face-to-face classes to reach the college goal success rate of 75% or more. 5 out of 10 programs reached the goal of student success rates of 75% or higher in 2017-2018 academic year. This goal was not met for all programs. This continues to be a main goal of the BEPP Division. Note: a breakdown of success rates by dept. is listed in Standard II.B.
6. **Increase online/hybrid course delivery** to increase access, offer fully online certificates and degrees, to increase enrollment because of the demand for online classes. All BCM/BUS and ECE full-time and adjunct faculty have participated in Canvas training. Accounting, Business, and Real Estate adjunct faculty are Canvas trained. Automotive, Cosmetology, Esthetician and Wellness programs are taught primarily in a face-to-face modality, but faculty provide a Canvas site with resources for students. The Real Estate program will be offering all courses fully online to help increase enrollment.
7. **Increase outreach and marketing of programs to increase enrollment.** The Cosmetology Department focused on outreach events to reaching out to students early to discuss the path to success in the program. All BEPP Departments have met with the MCPR Department, Cherie Colin and Connor

Fitzpatrick working on marketing and outreach strategies for more visibility of the programs. They also met with Connor on department website enhancements. Enrollment in Cosmetology/Wellness courses have increased from 2016-17 to 2017-18. Cosmetology 281 to 427 and Wellness 299 to 436. Andrea Vizenor, Cassidy Ryan and Lynsey Hemstreet obtained a PIF Grant to support Cosmetology "Learning Abroad for a Better Tomorrow" to increase visibility of the program. All CTE programs will continue collaborating with Career and Workforce (Strong Workforce) to support marketing and recruitment strategies and expansion of dual enrollment courses.

8. **Continue supporting adjunct faculty participation in SLOAC assessment.** This is an ongoing goal, adjunct faculty in all departments are involved in course assessment. They are encouraged to participate in flex day and other college activities to keep abreast of assessment.

Associated Objectives

[948-BEPP Faculty Participation in Re-Design and Learning New Teaching Strategies](#)

[965-Hire Full-Time Faculty in Business](#)

[947-Increase Division Load and Enrollment](#)

[951-Increasing BEPP Programs Success Rates](#)

[949-Outreach and Marketing of BEPP Programs](#)

II.B. Analysis: Progress on Outcomes

Describe the progress on service area outcomes, conclusions drawn, and expected use of results.

Narrative

1. Faculty will improve student success in classes to a rate of 75% or higher: Not all of the departments in the BEPP Division reached the student outcomes goal for 2017-18. The Division has focused on improving student success and retention rates last academic year. An analysis of 2017-18 data indicates that 5 out of 10 programs reached the goal of student success rates of 75% or higher. This is less than 2016-2017 which had 6 programs reaching the goal. In 2019-2020, the Division will be working with Accounting, Business, BCM, Real Estate and Wellness programs on strategies to achieve higher success rates. The following programs increased their success rates from 2016-2017 to 2017-2018: Accounting, Automotive, Business, BCM., and COOP. The BEPP Division will be having regular department meetings and coming up with plans for professional development opportunities to help faculty strengthen student learning, engagement, support, and success. The goal is to continue to increase success rates for next academic year.

BEPP Success Rates

Department	2016-2017	2017-2018	Percent Change
Accounting	62.6%	70.2%	+7.6%
Automotive	87.1%	88.7%	+1.6%
Business	71.3%	72.9%	+1.6%
Business Computer Systems & Management	57.8%	61.0%	+3.2%
Cooperative Education	75.9%	77.0%	+1.1%
Cosmetology	89.3%	87.6%	-1.7%
ECE/Education	75.9%	75.1%	-.8%
HTM	90.4%	89.5%	-.9%
Real Estate	69.5%	56.0%	-13.5%
Wellness	87.0%	71.6%	-15.4%

2. Faculty in the BEPP Division will increase LOAD to 525 or higher: PRIE data shows the BEPP Load for Fall 18 and Spring 2019 was relatively low and for most departments below the 525 LOAD. As the data indicates the Business/BCM program was the only department in BEPP that had a LOAD of 525 or higher. The Division maximized efficiency of courses and decreased multiple sections of the same course which helped. In Fall 2018, the LOAD was better. A strategy was to increase hybrid/online courses when scheduling as the online/hybrid courses tend to have higher enrollments than face-to-face courses. There will be division and department meetings beginning in fall to come up with planning and strategy meetings with departments on how to increase LOAD.

BEPP Load Spring 19

Department	Fall 18	Spring 19
Accounting	518	489
Automotive	415	479
Business	539	548
Business Computer Systems & Management	600	579
Cooperative Education	267	332
Cosmetology	514	428
ECE/Education	371	435
HTM	184	195
Real Estate	382	355
Wellness	317	265

3. 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.

The Business/Entrepreneurship area will be collaborating with BAEC's 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.

4. 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 teach online courses have participated in Canvas training and are certified. We are encouraging all full-time and adjunct faculty to participate in Canvas training as we are expanding our online delivery. Faculty will be encouraged to continue taking workshops on learning the latest educational technologies and engage in conversations about teaching and learning and learning best practices. Also, to support continuous improvement in online teaching, online course observations include review from an CTTL instructional designer along with the faculty observer following the OEI rubric.

5. 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 17-18 and 18-19 academic years 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. Analysis: Unit Environment

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.

Narrative

-- Majors and Guided Pathways Initiative. All degrees/certificates in the Division have been mapped and illustrate clear roadmaps of coursework that students need to complete to earn a degree or certificate. An outcome is for the course sequencing leading to better rates of course completion. The Division's focus is to review and redesign curriculum for relevancy and eliminate duplication of classes.

-- a) Full-time Retirements in BEPP: Automotive Instructors, Dan Ming and Ed Yee retired in May 2019. Re-design efforts of the AUTO programs 15 unit classes is encouraged. Business Professor Guillermo Ortiz retired in May 2019. The Business Department is in need of a full-time faculty instructor. We currently have two full-time instructors. Since 2014, the Business Department has lost 4.5 full-time faculty (Sita Motipara taught 50% BCM. and 50% BUS classes). A Business replacement position is essential for growth of the program with the NOW initiative and the general business course offerings. Claire Muller-Moseley in Family & Consumer Science is anticipated to retire in 2019. She has been in phased retirement, No replacement instructor needed as the FCS program has been deleted and the nutrition course left in the program will be moving to Health Sciences. Dean Roumbanis, BEPP Division is retiring as of June 30, 2019. A new BEPP Division Dean will begin on June 10, 2019. Dean Roumbanis will be training the new Dean. b) Anticipated Full-time faculty retirement in Spring 2020: Accounting Professor Linda Whitten is anticipating retiring in Spring 2020. A full-time replacement position is essential to keep the program stable and to obtain department goals. c) Cooperative Education Instructor Steve Cooney has been on medical leave for 2018-2019 academic year.

-- A major goal in the Division is working on reaching 525 load. Strategies in place are twofold: To increase load multiple sections of classes have been maximized for efficiency and the Division is implementing more online/hybrid courses for Fall 2019 and Spring 2020 to increase enrollment as the online courses tend to have higher enrollment. The CTE programs are working on redesigning certificates and degrees connecting to industry standards. Strong workforce funds are in place offering outreach opportunities, and connections with high schools partners and dual enrollment classes to help increase enrollment and visibility of programs. In 2018-19 Business, Computer Systems & Management and Cosmetology (FALL 18) reached the target goal of 525+ load.

	Fall 18	SP 19
Accounting	519	489
Automotive	428	480
Business	542	552
Bus Computer Systems & Mgmt	600	570
COOP	267	261
Cosmetology	534	428
Early Childhood Education	367	434
Hospitality Tourism Mgmt	232	195
Management	0	495
Real Estate	387	355
Wellness Massage Therapy	319	265

-- Full-time Faculty Overload and Reassigned Time: The BEPP Division has multiple Full-time faculty with overload and reassigned time as they fulfill leadership roles on campus including Academic Senate President. Full-time faculty are getting overload for coordination duties in Accounting, Automotive Technology, Business, Cosmetology/Wellness, and Education/Child Development.

-- Perkins/VTEA and CTE Transitions Grant funding that promotes the CTE programs continued for fiscal year 2018-2019 and is expected to continue for 2019-20. Andrea Vizenor in Career and Workforce Programs is responsible for the Perkins and CTE Transitions plans, reporting and allocations to Skyline College. Skyline's allocation for 2017-18 was (\$250,712). She works with the CTE Departments to determine funding needs. Tom Broxholm's and Linda Whitten's Coordination was paid by Perkins funds, but may not happen in 2019-20 as Perkins funding may not support this. (Need to run this by Andrea Vizenor).

-- The Business Computer Systems & Management Department is researching moving the BCM prefix to BUS. The Office Assistant Certificate was modified to reflect industry skills needed in the workplace.

-- Statewide Strong Workforce funding is on-going legislation that provides yearly local and regional college allocations to advance Career and Workforce programming, partnerships, student success (certificate completion, increased wage gains, and job placement) and faculty professional development. The Career and Workforce Department and Strong Workforce funds supports dual enrollment course opportunities at local high schools in Automotive, Education/Child Development and Entrepreneurship.

-- Education/Child Development Grants & Initiatives:

Time and resources for faculty/staff to meet and discuss program redesign, as Comprehensive Program Review is scheduled for 2019-20. Currently faculty are pulled in many directions with various college initiatives and committees. The two full-time faculty and one full-time staffer are stretched across several major areas, such as Institutional Effectiveness/ Strategic Planning & Resources, which are involved in Accreditation, Academic and Classified Senates, both involved in College Re-design, and OER/ZTC which connects with College Promise work.

-Heising-Simons Grant with emphasis on Early Math and Teacher Intern support ended June 2018, and Department Chair Kate Williams Browne has been asked to join a statewide Advisory Board for a new 3-year Heising-Simons Grant for development of coursework in Early Math at both the 2- and 4-year college levels.

-PIF grant ended in June 2019, which helped to revise and extend support for the EPI Center in the form of a part-time student assistant, Teacher Internships for Teacher Track Learning Community and Faculty/Staff Community of Practice and staff for TTLC and expansion of Elementary Education. Support from Strong Workforce will now provide funding for Teacher Internship Learning Community (Internship funding, 1-unit learning community course, faculty/staff 'community of practice' meetings).

-Resources to assist partnering with Community Agencies, local elementary, early education & special education schools, and allied higher education institutions could create teacher preparation programs [at college-, adult ed- and high-school levels] designed to attract and train quality teachers and other education workforce personnel.

-- The Accounting and Business Departments are researching open source textbooks because of the high cost of textbooks. Would like to promote ZTC (Zero-Textbook-Cost) classes to the BEPP Division to reduce costs to students. The Accounting Department is working with publishers to reduce the cost of textbook materials.

-- Launching of the new curriculum in Cosmetology impacts students. The Department is stretched extremely thin as far as staff is concerned. A permanent Cosmetology Office Assistant II position was filled beginning June 3, 2019 which will help with the growth of the program. With the development of new programs and growth of the Cosmetology/Esthetician program eventually another full-time faculty member request is anticipated.

Associated Objectives

[947-Increase Division Load and Enrollment](#)

II.D. Analysis: Unit Personnel

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.

Narrative

2019-2020:

Position	Staffing Levels
Administration 1.0 Dean (Michael Kane) 1.0 Career & Workforce Director Andrea Vizenor (Now Dean of Strategic Planning & Workforce Div)	1.0 FTE 1.0
Classified Staff FT 1.0 BEPP Division Assistant Angelica 1.0 Instructional Aide II (BCM Lab) Teresita 1.0 COSM Staff Assistant Cat Nguyen 1.0 COSM Program Assistant Ledesma 1.0 COSM Office Assistant II (Amy Liu) 2.0 COSM Aides Hemstreet and Cam Dinh 1.0 AUTO Staff Assistant Nancy Lam 2.0 Automotive Technicians Krista/Don 1.0 Early Childhood Education PSC Brower 1.0 CWP Project Director – Rita Gulli SMT Now under Strategic Planning & Workforce Division 1.0 CWP PSC – Elizabeth Tablan 1.0 CWP PSC Visual Communication Coord Paz 1.0 CWP PSC (Genentech) Hazel Noah 1.0 CWP PSC Linda Truong Perkins 1.0 CWP Dir Retail & Hosp Courtney Tweitmeyer 1.0 BAEC Project Director -- Pcyeta Stroud 1.0 BAEC OA II	12.0 FTE 1.0 1.0 1.0 1.0 1.0 2.0 1.0 2.0 1.0 1.0 1.0 SWP Funded 1.0 SWP Funded 1.0 Grant Funded 1.0 Grant Funded 1.0 Grant Funded 1.0 1.0
Classified Staff PT 3 Instructional Aides (BCM lab and ACTG lab) 1 COSM Office Assistant (Vacant) 1 COSM Storekeeper (hiring in process) 2 COSM Instructional Aides (Evelyn/ Aloudi) 1 COOP OA II	4.03 FTE 1.63 .48 .48 .96 .48
Hourly Staff 1 BCM Student Worker (Work Study) Adil 1 ECE Student Worker 6 CDLC Student Workers (Adult-to-child ratio) 2 COSM Student Workers (Work Study)	Max 20 hours per/wk 10 hrs/week PIF Grant Hours Vary 10-12 hrs/week

Now under Strategic Planning & Workforce Division1 BAEC Short-Term OAll 2 BAEC Student Assistants	Eve/Weekend CoverageHours Vary
FTE Faculty Full-Time	13.50
Accounting	2.0
Automotive	4.0
Business	2.0
CDLC – Tina Watts CDLC Coordinator	1.0
COOP .80 teaching .20 coordination	1.0
COSM/Wellness .50 Coordination .50 teaching	1.0
ECE./EDU. Kate & Nicole	2.0
FCS (Claire Muller-Moseley 50% phased retirement) (may retire)	.50
FTE Faculty Part-Time (39)	10.307
Faculty Reassigned FTE Full Time	1.3
Faculty Reassigned FTE Part Time	0
Faculty Overload FTE Full Time	.653
Total Full Time Equivalent Staff	42.79

Administration position staffed by the Division Dean, Christine Roumbanis. Andrea Vizenor Director of Career and Workforce Programs (New Division)

Classified Staff FT: BEPP: 1 BEPP Division Assistant (Angelica Gorostiza); 1 BCM Instructional Aide II Teresita del Castillo-Brown (BCM. Lab);

COSMETOLOGY: 1 COSM Staff Assistant (Cat Nguyen); 1 COSM Program Assistant (Robyn Ledesma); 2 COSM Aides (Lynsey Hemstreet and Cam Dinh); 1.0 COSM Office Assistant II (Amy Liu).

AUTO: 1 Automotive Staff Assistant (Nancy Lam), 2 Automotive Technicians (Krista Allen, Don Ross). **ECE:** 1 Program Services Coordinator (Kristina Brower).

Career and Workforce and BAEC are not in BEPP Division, moved to Strategic Planning and Workforce Division: 1 Project Director (Rita Gulli), 1 Program Services Coordinator (Elizabeth Tablan) SWP, 1.0 – PSC Visual Communication Coord (Claudia Paz) SWP Grant funded, 1.0 – PSC (Genentech) Hazel Noah (Grant Funded), 1.0 –Dir Retail & Hospitality Courtney Tweitmeyer (Grant Funded). **BAEC:** 1.0 – BAEC Project Director -- Pcyeta Stroud, 1.0 Linda Truong, OA II.

Classified Staff PT: BCM: 3 Instructional Aide II's: 2 in BCM. Lab and 1 in the Accounting Lab -David Hall (.73), Fisher (.48), Espinosa (.48); **COSM:** 1 Office Assistant (In the process of hiring) (.48), 1 COSM Storekeeper (.48), 2 COSM Instructional Aides- Amal Aloudi (.48), Evelyn Smith (.48);

COOP: 1 OA II Jose Cartagena (.48).

Hourly Staff: 1 BCM. Student Worker (Adil maximum 20 hrs/week); 1 ECE Student Worker (10 hrs/week PIF Grant); 6 CDLC Student Workers, Adult-to-child ratio (Hours vary); 2 COSM Student Workers (10-12 hrs/week - Work Study); 1 BAEC Short-Term OAll (Evening/Weekend Coverage); and 2 BAEC Student Assistants (Hours Vary).

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

Student Workers: 1 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: 13.50. Claire Muller-Mosely (Family Consumer Science) is on phased retirement at 50% for 2018-2019, working on retirement). Guillermo Ortiz (Business/Accounting) was on phased retirement at 80% for 2018-19 (Retired). Dan Ming and Ed Yee (AUTO) retired May 2019.

FTE faculty Part-Time: 39 Part-Time Instructors, 10.307 FTE

Faculty Reassigned/Overload FTE Full-Time:

--Kathryn Browne, ECE Coordinator	3 FLC, .20 (Fund 1)
Kathryn Browne, Academic Senate President	6 FLC, .40 (Fund 1)
--Tom Broxholm, AUTO Technology Coordinator	10 hrs/wk overload .267
FTE	
--Steven Cooney, COOP Coordinator	3 FLC, .20 (Fund 1)
--Julia Johnson, Evening AUTO Coordinator	2 hrs/wk overload .053
FTE	
--Soledad McCarthy, BUS/BCM Coordinator	7.5 hrs/wk overload .20 FTE
--Cassidy Ryan, COSM/WELL Coordinator	7.5 FLC, .50 (Fund 1)
--Linda Whitten, ACTG Coordinator	5.0 hrs/wk overload .133
FTE	

Faculty Reassigned FTE Part-Time: 0 Part-Time

Associated Objectives

[965-Hire Full-Time Faculty in Business](#)

III.A. Reflection: Considering Key Findings

Consider 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.

Narrative

BEPP Unit Strengths:

Certificates and Degrees Awarded: There were a high number of Degrees and Certificates awarded to students in the BEPP Division. PRIE data indicates that the Business Administration Associate Degree is number 3 of the Top 5 Most Awarded Programs from the 2018-2019 Skyline College Fact Sheet.

TOP 5 MOST AWARDED PROGRAMS

1. Allied Health (Associate of Science)
2. Interdisciplinary Studies - Letters & Sciences (Associate of Arts)
- 3. Business Administration (Associate of Science)**
4. Emergency Medical Technology (Certificate)
5. Interdisciplinary Studies - Social & Natural Sciences (Associate of Arts)

BEPP was included in the Top 10 Degrees and Certificates Awarded in **2013-2014 through 2017-2018**. The Degrees included: a) Business AST, CSUGE 225 degrees (5th); b) Business Admin for transfer, IGETC-CSU 158 degrees (8th); and c) Early Childhood Education, 105 degrees (9th).

Out of the Top 10 Certificates awarded in **2013-2014 through 2017-2018** nine of the majors were in the BEPP Division including six in Automotive Technology, one in Early Childhood Education and two in Cosmetology/Esthetician.

- 1st Emergency Medical Technology (274 Certificates)**
- 2nd Automotive Technology: Electricity/Electronics (193 Certificates)**
- 3rd Automotive Technology: Engines Technology (178 Certificates)**
- 4th Automotive Technology: Chassis Technology (173 Certificates)**
- 5th Automotive Technology: Drive Train Technology (163 Certificates)**
- 6th Early Childhood Education (138 Certificates)**
- 7th Cosmetology/Estheticians (132 Certificates)**
- 8th Cosmetology (109 Certificates)**
- 9th Automotive Technology: Adv Engine Performance (101 Certificates)**
- 10th Automotive Technology: Engine Performance (95 Certificates)**

Online Learning: All current online instructors both full-time and adjunct have been trained on Canvas and are certified. Departments are committed to offering

more online/hybrid sections to increase enrollment. Canvas training for all adjunct instructors in ECE, Business, Business Computer Systems & Management and Real Estate will be completed by Spring 2019 allowing flexibility in scheduling classes. Faculty are committed to participating in CTTL workshops and trainings to increase pedagogical practices to enhance online instruction. A goal for many of our programs is to increase online delivery of courses so that we have fully online certificates and degrees. Currently the ACTG Department offers the Accounting Computer Specialist and Accounting Certificates fully online. BCM offers the Office Assistant Certificate fully online. Business offers the following degrees and certificates online: We will track retention and success rates in online classes. The goal is to increase the success rates to 75% or higher.

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 17-18 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. Faculty are participating in the Design Teams for 2019-2020.

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 Automotive NATEF, Cosmetology State Board, Massage Therapist Licensing Board, CAMTC and Business 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 BEPP Division provides powerful collaboration support for Entrepreneurship with BAEC. 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.

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 2017-2018 for Automotive Technology (88.7%) and Cosmetology (87.6%), and Hospitality Tourism & Management (89.5%) programs have high success rates over 75%. The following programs increased success rates in 2017-18 from the previous year 2016-17: Accounting=70.2% (7.5% increase), Business= 72.9% (1.6% increase), BCM= 61.0% (3.2% increase), and COOP 77.0% (1.1% increase). The following programs success rates decreased in 2017-18 from the previous year 2016-17: ECE/Education 75.1% (.8% decrease), Real Estate 56.0% (13.5% decrease). and Wellness 71.6% (15.4% decrease). This is alarming. One of the primary goals of the BEPP Division for 2019-20 is to provide support for faculty to increase success rates to meet the College goal of 75%.

Unsatisfactory facts: The College-wide Distance Courses Success rates for 2017-18 is **70.5%**. **The BEPP online success rates are lower than the College-wide distance success rates: ACTG, (68.2%), BUS. (68.5%), BCM (62.8%) and ECE. (67.9%).** This is a primary goal of the BEPP Division in 2019-2020 to turn these statistics around since we offer so many online courses.

Implementation strategies include: working with instructors to include Supplemental instruction assistance, provide workshops on success strategies (both online and face-to-face) courses, encourage professional development workshops through the CTTL to learn new teaching methodologies and best practices, 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. Business will be offering an Advisory Committee Meeting in Summer 2019 working with Strong Workforce for support. Participation from industry was not as robust as we would like in the Business meetings. BAEC will be collaborating with Business on the 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 2016-17 to 2017-2018 went down in face-to-face classes Accounting (18%), AUTO (14%), BUS. (11%), Early Childhood Education (19%), HTM (48%), Real Estate (15%) and Wellness (.06%), During the same time period, enrollment went up for COOP (.01%) and Cosmetology (34%). The online course enrollment from 2016-17 to 2017-18 decreased in Accounting (8%), Business (8%), (BCM (34%), and increased in Early Childhood Education (9%). 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 Vizenor, CWP and with Strong Workforce funds on increasing outreach to high school students, bridging classes, and offering dual enrollment opportunities. It is important to note that data for 18-19 was not posted on the PRIE site. It would be beneficial to compare 17-18 and 18-19 data as the departments have been working on success, and enrollment strategies.

Associated Objectives

[948-BEPP Faculty Participation in Re-Design and Learning New Teaching Strategies](#)

[965-Hire Full-Time Faculty in Business](#)

[947-Increase Division Load and Enrollment](#)

[951-Increasing BEPP Programs Success Rates](#)

[949-Outreach and Marketing of BEPP Programs](#)

III.B. Reflection: Synergy

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.

Narrative

The BEPP Division works more closely with SMT and the Fab Lab. In addition, there is much collaboration with BAEC and Business and Entrepreneurship programs.

The Strategic Planning and Workforce 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, CWP collaborates and builds increased synergy across multiple disciplines. For example, Business faculty are currently developing a Retail Management, Human Resources Management and Sales/Marketing CTE Career Pathways. Business is part of the New World of Work 21st Century Skills Initiative. The Director of Career and Workforce worked to bring the 21st Century Skills training to Skyline College. Faculty from a variety of departments had the opportunity to participate in this initiative.

The Center for Career and Workforce Programs successfully engaged faculty, staff, students and leadership across campus in Strong Workforce program planning and successfully submitted year two's comprehensive SWP Plan. In addition, there is collaboration for dual enrollment courses taught at the high schools with Early Childhood Education, Automotive Technology and Business..

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 Business, Business Computer Systems & Management, Marketing, and Entrepreneurship. In Cosmetology, some faculty are licensed to teach courses in Esthetics and Cosmetology. This allows flexibility when filling faculty Load and sharing of curriculum, and collaboration in building programs.

The Business Computer Systems & Management (BCM) labs have synergy with many departments and Divisions in the College. All departments can book workshops and hold trainings in the labs, and classes other than Business/BCM. are taught in the lab. It is an open lab for Business, BCM. and various other

classes. Room 8-121 has been converted to a Mac lab for Math and APP development course instruction.

The Business and Biotech programs were awarded funds for their PIF innovative project to develop "A Collaborative Innovation Center". Dr. Pate and Dr. Kapp will develop an industry approved interdisciplinary certification-business and Biotech certification (15-16 units). The certification program will include courses from BTEC and BUS courses. The CIC is mainly between the Business and Biotechnology. They will also work with other departments Engineering, Communications and BAEC as project progresses.

Associated Objectives

[948-BEPP Faculty Participation in Re-Design and Learning New Teaching Strategies](#)

[951-Increasing BEPP Programs Success Rates](#)

III.C. Reflection: Aspirations

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?

Narrative

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 the Strategic Planning 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, dual 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, reach the college goal of 525+ load and improve student success in classes to a rate of 75% or higher. As we grow staffing needs will increase.

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. The Division aspires to work as a team to develop strategies to increase enrollment.
- Faculty in BEPP will engage in the re-design of CTE and transfer programs and work with the Strategic Planning Career and Workforce Division to advance the redesign of CTE programs focusing on relevant industry driven curriculum. Collaborate in the Redesign efforts occurring in the College.

- Faculty both online and face-to face will commit to participating in CTTL professional development opportunities that will help them strengthen student learning, engagement, support, and success. Learn new pedagogical approaches that support the transformation of teaching and learning needed to empower and transform a global, diverse community of learners.
- 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. 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 for learning best practices of teaching and learning.
- Students served will receive quality career and technical education and training consistent with current business and industry trends, fostering employability.
- Online and face-to-face faculty are committed to participating in CTTL workshops to increase pedagogical practices to enhance instruction. Meetings are set-up each semester to track retention and success rates in classes. The goal is to increase success rates to 75% or more for online courses.
- Work on development of more active and interactive Advisory Boards than the standard of hosting one passive Advisory Committee meeting per year. The BEPP Division will be collaborating with BAEC and 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 board is more beneficial to students and faculty. 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 Graduate....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.

The aspirations for the BEPP Department's include:

Automotive Technology = Aspire to grow the program with the 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 the State. Major goals for the department include: a) Work on re-design and innovation in transforming the 15-unit course structure for the day classes. b) Increase enrollment and LOAD in the Automotive Department: work as a team to reach a 525 load, the current load is 433 for spring 2018. c) Enrollment in Automotive has steadily declined from 2012-2013 (1,316 students) through 2016-2017, (954 students). There was an increase of three students in 16-17. d) Outreach efforts will be coordinated with Career and Workforce program (Strong Workforce funds) and MCPR to promote the program to help increase enrollment. Continue working with Career and Workforce Programs strengthening partnerships with high school dual enrollment opportunities.

Business = Aspire to be the Business/Entrepreneurship program of choice for students in the Bay Area. To reach this goal, the Business programs will work on re-design of curriculum to ensure relevancy with current industry standards. Offer fully online certificates and degrees to meet the needs of student access. In addition, redesign the Business Management Certificate and offer the certificate in a weekend online/hybrid modality. The Business instructors will be known for their role in utilizing innovative pedagogy practices in teaching acting as a facilitator of student learning emphasizing developing students' capabilities in problem solving,

CDLC = Create an organizational structure that provides optimal program services for the college with realistic and attainable budget guidelines for the program. An institutionalized organizational structure allows the program to fine tune delivery modes for all parents, increase the number of FTES for children,

and increase the efficacy of program services. Fine tuning existing data and identifying potential data generated through PRIE would assist in determining the true cost of child care services to the college as a student support and a function of equity and open access. Data collected regarding the number and need of student-parents, retention, transfer, certificate, and graduation rates, time for completion of programs, and employment rates would be helpful in accurately assessing the need within the college and ways to increase efficacy in the program. Advocacy will be ongoing with the department and administration as needed. Tracking systems and/or software designed to streamline data collection is also desired. This is an ongoing action item with a goal to have a stable, institutionalized organizational structure in place by FY 19-20.

Andrea Vizenor will be working on this. Strategic Planning and 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 Business Division will be collaborating with BAEC's 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.

Cooperative Education (COOP) = Cooperative work experience plans on developing a new marketing strategy to make our program benefits known to our student population. It has been our experience on interviewing new students that they never knew our program existed and were pleased that they could take advantage of such a great learning experience. Our plan is to start tabling prior to the registration period and throughout the semester. We have ordered and received a table cloth, pens and have produced professional handouts for students.

In addition, continue work on the COOP Redesign working with Andrea Vizenor & Business which includes:

- Marketing and Rebranding
 - Name Change
- Web-based Supports
 - Workforce Readiness Skill Development

- Career Conversations
- On-Boarding/Orientation
- Leadership/Workplace Advancement
- Work-based Learning Experience

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.

EDU/CD 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 through: Our teacher intern program is designed to allow students to take core courses while getting experience at the Child Development Lab Center.
2. Graduate on time: we hope to accelerate acquiring an AST Degree by collaborating with other divisions for students to complete their general education.
3. Partner with community programs to develop strategies to meet attract and recruit students into the field of education.
4. Next steps: Institutionalize the Education Preparation center (EPICenter). Become a pilot program for a Bachelor's degree in Education.

The Department aspires to increase enrollment with the following Enrollment strategies for Education/Child Development by:

Diversifying course delivery. We have begun diversifying our modes of course delivery in the following ways.

1. We continue to offer courses evening, and Saturdays along with the usual daytime offerings.
2. We are increasing our hybrid and online offerings of core courses.
3. We have encouraged adjunct faculty to be DE certified.
4. We are piloting hybrid courses in a way that allows students to complete their course work in a shorter amount of time.
5. We are collaborating with SMT to offer Elementary Education and Math courses in a block matter.
6. We will be offering core courses as dual enrollment at a high school this coming year.

Recruitment ideas. We have begun recruiting students in the following ways:

1. Create Teacher internship program that offers students experience at CDLC while taking beginning core courses.
2. We attend job fairs in the community and at local high schools.
3. Working with the Center for Career and Workforce to promote our program and teach courses at local high schools.
4. Develop 1 unit education; focused courses, so that the current professional teacher community in the county will take our courses for professional development.

Associated Objectives

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965-Hire Full-Time Faculty in Business

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IV.A. Strategy for Unit Enhancement: Action Plan and Resource Requests

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.

Narrative

Associated Objectives

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