

2019-20 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 to baccalaureate institutions, AS Degrees and certificate career employment. 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 while nurturing entrepreneurial growth that stimulates our local and regional economy.

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 (Cosmetology, Esthetician)
- Wellness (Massage Therapy)
- Education/Child Development (EDUC) (CD)
- Hospitality and Tourism Management
- Management
- Real Estate

The Child Development Laboratory (CDLC), Bay Area Entrepreneurship Center (BAEC) are also housed in BEPP.

I.C. Profile: Service Area Outcomes

List the current service area outcomes for the unit.

Narrative

Overall Division Goals

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.

Specific Goals for 2020-21

Student Completion

The Division will continue to work in concert with the College Redesign process to improve on both degree/certificate completion, as well as reducing the time to completion. This will be accomplished primarily through better scheduling and better utilization of campus student support services.

Alignment with the College Redesign

The Division will continue to work with the College Redesign program to embrace the meta majors and guided pathways foundation for the redesign. This will include workshops and presentations at Division Meetings, further refinement and sophistication in the development of two-year scheduling templates and closer working relationships with counseling.

Alignment with the College Workforce Development Initiatives

The Division will continue to work with the Strategic Partnerships and Workforce Development Division on initiatives related to planning and funding under federal Perkins and state Strong Workforce Program funds. We will continue to work to implement programs in Barbering, Human Resources and Marketing.

Further Development of Two-Year Planning Process

In the previous year the Division began development of a two-year scheduling planning process. In the coming year, departments will complete the initial phase and begin to work on deeper sophistication within the process including focusing on modalities, cross-listed classes and better alignment for completion.

Strengthen online teaching and student support service integration

With the recent COVID pandemic forcing the majority of the college to move to an online education format, and the remaining programs to do what they could in the online environment, it has become obvious that we have a lot of work to do in terms of serving students in this modality. The Division will need to work with the CTTL to support the online CANVAS training. In addition, staff training related to working with PDF forms, electronic record keeping and Zoom utilization will all need to be implemented. The Division academic support functions including the BCM and Accounting Labs will need to be redesigned to provide better support for online students.

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

Certificate and Degree Completion

Within the BEPP Division, the Business program remains one of the most popular majors on campus for students pursuing Associate Degrees and to Transfer. According to Skyline PRIE data from 2014 -19, the Business Program had two levels of transfer that were the number 5 and number 8 highest on the list at 230 and 164 transfers respectively. No other department program lists two programs in the top 10.

This success for the Business program is mirrored in terms of Associate Degree attainment as well. The program issues 394 Associate Degrees over two programs during the surveyed period. That left these programs with the fifth and eight most degrees across the college. When taken together the 394 degrees is the most for any single department over the surveyed time period.

In terms of certificate completion, the BEPP Division is unquestionably the division where the majority of the certificate completion occurs at Skyline College. In the chart reflecting certificate completion, 9 out of 10 of the highest certificates awarded are in the BEPP Division, only EMT with 238 certificates over the surveyed period was not in the BEPP Division. Although EMT is listed as number one on the chart, 6 out of the 10 of the top 10 certificates reside within the Automotive Technology program, a total of 739 certificates accounting for almost 17% of all certificates awarded are in that department. In addition our Cosmetology Program makes the list twice and our Education/Child Development program makes the list once with an ECE certificate.

Internships and Work Experience

Students looking for program related work experience find that experience in a number of ways in the BEPP Division. Many of the programs in the division utilize the COOP 670 experience offered through the Division of Strategic Partnerships and Workforce Development. Other students have participated in the job shadow program offered through BAEC. We utilize student teachers within our Child Development Center and within our Automotive Program we

have an apprentice program that allows working students to complete their coursework and gain hands on training while working.

Student Support

The Division, in addition to partnering with and utilizing the resources of the Learning Center (tutoring and supplemental instruction), also provides direct support to students in a number of ways. Within our departments that still offer TBA hours, Business and Accounting, we have computer support labs to support students in their work by allowing computer access and additional support for assignments via the work of four instructional aides, three in the Business Lab and one in the Accounting Lab. The Division also provides assistance to students via our Program Service Coordinator in the Education/Child Development Program by providing academic advising and consultation related to the California State permit process.

Corresponding Program Events

The BEPP Division participates in a significant number of events that support students, business and employment opportunities. These range from: the standard recognition ceremonies for the College; departmental and program completion ceremonies; honor society inductions; high school recruitment events including bringing 100+ high school automotive students to campus; and BAEC industry mixers, seminars and presentations.

High Quality Education (Online and Ongoing)

The faculty and classified professional staff in the BEPP Division are constantly working to improve the quality of the classroom experience for students. This is accomplished via professional development experiences on and off campus and the work that departments undertake in their planning process particular when they undergo Comprehensive Program Review. Over the last year Business, BCM and CD/EDU went through this process.

In addition this year, two of our departments were forced to significantly change the way that they teach their classes due to the COVID Pandemic. Cosmetology, for the first time, needed to move their laboratory courses into an online environment due to a change in direction from the state Cosmetology and Barbering Licensing Board. The department did a wonderful job in pivoting to this new mode of delivery and pulled off a student material pick up operation for 120 students in a safe and effective manner. The Automotive Technology Program, for the first time, had to move its lecture and a portion of its lab content to a virtual delivery mode. This presented several challenges for the program and included instructors on the fly learning to utilize distance modalities they had not be previously trained to utilize. Both departments handled these conditions admirably but the experience with all BEPP departments as we transitioned

through this change highlighted the need for significant training and work in the distance education and electronic document management arenas.

Guided Pathways Support

The BEPP Division made significant progress in this area during the previous year. All programs had submitted prescribed course pathways to the college. This was followed up with SWOT analyses for each program in the Division. Finally, every department worked on a two-year scheduling template. The process was unfortunately interrupted by the COVID pandemic changes but is far enough along to provide for finalization and implementation within the next academic year.

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

Progress on Previous Year Outcomes and Goals

Over the last academic year the BEPP Division made significant progress on the goal of maintaining the college's overall efficiency load of 525. In the fall semester at semester start, BEPP had the highest year over increase in efficiency load for the college. This improvement is being driven by strategic scheduling planning utilizing past semester data, and extended two-year schedule planning efforts. Progress should continue as the division more effectively implements two-year planning processes. Some planning activities have not yet been fully implemented for instance a focus on online scheduling for summer, the upcoming summer session will give us more feedback on our progress.

In terms of continuing to support the College Redesign project, the division spend significant time in division meetings relating to meta-majors, strategic scheduling planning, syllabus development and integrating college resources into classes. In the coming year, the division will be focusing on discussions around more culturally responsive syllabi and better integration of culturally responsive content into curricula.

Faculty continue to participate in CTTL professional development and trainings with a significant number of previously untrained students registered for CANVAS training over the summer. This is has been driven by challenges related to the corona virus outbreak. The increased levels of CANVAS training as well as additional online teaching experience should facilitate both, more participation with CTTL and higher quality online teaching.

Division success rates, based upon the most recently available Skyline PRIE data show the division overall above college-wide success rate goals. The division continues to work on issues of improving courses relevance, culturally responsive teaching and integration of academic and student support services into courses.

Work continued through the year to improve advisory board work for each of our career education programs. Advisory board meetings were held for every program and the division is working in concert with the Division of Strategic Partnerships and Workforce Development on efforts to develop and overall career education advisory board.



Work began in the spring semester on developing a five-year plan for the Bay Area Entrepreneur Center. This work was interrupted by the corona virus outbreak event that causes us to focus on more immediate operational issues.

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

College Redesign 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 including the development of two-year scheduling sequences. An outcome is for the course sequencing leading to better rates of course completion. The Division's focus is to review all certificates to determine which are active and should continue.

Perkins/VTEA and CTE Transitions Grant funding that promotes the CTE programs continued for fiscal year 2019-20 and is expected to continue for 2020-21. A significant share of division Perkins funds for automotive have been directed to dual enrollment. Departments across the BEPP Division make use of SWP funds for a variety of programs and initiatives.

Most departments across the division are researching open source textbooks because of the high cost of textbooks. This initiative has taken on greater significance with the corona virus outbreak.

Many of our programs are driven by the requirements of outside licensing and/or accrediting boards for their area. In Automotive Technology we have NATEF certification requirements, additionally we work extensively with industry partners to develop special training opportunities for students. In order to do this we have developed partnerships with Nissan, Subaru, Audi, Infinity and the most recent awaiting board approval, a partnership with Mercedes Benz.

Our Cosmetology Program is subject to the regulations of the Cosmetology and Licensing Board. The board is fairly prescriptive and dictates much of the regulations around our curriculum, delivery modes and how the program interacts with clients in order to provide the students with a full and well rounded educational experience. The same outside board oversees Barbering and the Division got curriculum committee approval for all courses and the program this semester. Currently we are seeking regional approval, once obtained we will move on to the state application process for approval of the program through the California Community College's Chancellor's Office. Finally, we are working with the college and district facility's planning process to do needed facility work to be prepared for the Barbering Programs' start.

Our Business Program is ACBSP accredited and this accreditation is not standard for community college programs. This accreditation drives the way the program views curriculum decisions as well as hiring and has impacts on our BCM and Accounting Programs as well. In addition to ACBSP, our accounting

program offers a tax preparer certification through CTEC. This certification also has a board and requirements much like ACBSP and has to be maintained in order for our students to be certified tax preparers as well as qualifies them to work in the Accounting Program's VITA Program each spring that assists people with completing and filing their taxes.

Our Business Program is also currently working with the Division of Strategic Partnerships and Workforce Development to develop online programs in Human Resources and Sales and Marketing. Our Barbering Program in the Cosmetology Department is also part of this grant effort.

Our Wellness Program is under the regulations of the CAMTC and as such has to meet the requirements of this organization in terms of class types and hours.

Our Education/Child Development program's students in order to obtain employment must be permitted by the State of California. This has a great deal of impact on the way our program operates. The program has developed course work and college certificates to mirror the requirements for the ladders of permits within the profession. This impacts not just ordering of classes but also relates to the curriculum development to make sure that students also make required experiential requirements in the permitting process.

Over the past year, the impacts of the COVID pandemic were complicated by the necessity to meet the requirements of outside accrediting/licensing agencies. An example is that once the campus went into a fully online mode, we had planned to suspend the laboratory portion of the all of the Cosmetology and Esthetician classes. This was due to a prohibition against online laboratory hours. However, a couple of weeks after the closure the regulatory body reversed their stance. This put the program into the position of having to develop a plan, create an operation for student material pick-up and implement the plan all within two weeks.

Student demand, seen by the fact that online sections of the same class fill more quickly than onground sections, has driven and increase in the scheduling of online course offerings. This has initiated conversations regarding online pathways to certificate and degree attainment. This has also led to discussions around training and professional development for faculty and staff in this arena as well as how best to deliver our division's support services to online students. The COVID pandemic which forced us to move the majority of all coursework online has by necessity accelerated the time-frame for dealing with these issues.

This year, for the first time in six years the BEPP Division had a new dean. In addition the college lost it's long-term president. Over the academic year, the Vice-President of Student Services left the college and the Vice-President of Administrative Services announced her retirement, now deferred to December. At the District level, many changes occurred including the retirement of the

District Chancellor on the first day of school. The college is also going through a College Redesign process that has been ongoing for several years but will have broad impacts on the structure of the college. In addition, the COVID pandemic significantly disrupted and changed every aspect of college operations.

This was a massive amount of change for a division in a single year. This impacted the division in terms of having to adjust to new operations and styles. The dean needed to come up to speed with the division and implemented a self-reflection process for each department consisting of a SWOT assessment, which assessed the Strength, Weaknesses, Opportunities and Threats for every department. Additionally departments were asked to take the next step in a strategic scheduling and enrollment management process by working to develop two-year scheduling templates for their programs.

Some departments Wellness, Cosmetology and Automotive Technology saw extreme disruptions to classes in the spring. These disruptions have led to suspended in progress classes, new modes of operation and make up classes in the summer.

All in all, considering the level of change experienced this year the division responded well. People made tenure, evaluations were done, strategic plans were developed and responses occurred to changes from a global pandemic. While all of this was occurring the division actually increased its overall efficiency over the previous year.

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

Position	Staffing Levels
	2020 - 2021
Administration	1.0 FTE
1.0 Dean	1.0
Classified Staff FT	11.0 FTE
1.0 BEPP Division Assistant	1.0
1.0 Instructional Aide II (BCM Lab)	1.0
1.0 COSM Staff Assistant	1.0
1.0 COSM Program Assistant	1.0
1.0 COSM Office Assistant II	1.0
2.0 COSM Instructional Aides	2.0
1.0 AUTO Staff Assistant	1.0
2.0 Automotive Technicians	2.0
1.0 Early Childhood Education PSC	1.0
Classified Staff PT	3.55 FTE
3 Instructional Aides (BCM lab and ACTG lab)	1.63
1 COSM Office Assistant	.48
1 COSM Storekeeper	.48
2 COSM Instructional Aides	.96
Hourly Staff	
1 BCM Student Worker (Work Study) Adil	Max 20 hours per/wk
1 ECE Student Worker	10 hrs/week PIF Grant
6 CDLC Student Workers (Adult-to-child ratio)	Hours Vary
2 COSM Student Workers (Work Study)	10-12 hrs/week
Now under Strategic Planning & Workforce	
Division1 BAEC Short-Term OAI	Eve/Weekend
2 BAEC Student Assistants	Coverage Hours Vary
FTE Faculty Full-Time	16.00
Accounting	2.0
Automotive	4.0
Business	2.0
CDLC – CDLC Coordinator	1.0
COSM - .50 Coordination, .50 teaching	1.0

COSM	3.0
Wellness	1.0
ECE./EDU.	2.0
FTE Faculty Part-Time (39)	10.452
Faculty Reassigned FTE Full Time	5.54
Faculty Reassigned FTE Part Time	0
Faculty Overload FTE Full Time	2.837
Total Full Time Equivalent Staff	37.794

Currently the Division is generally well staffed for the operations it is currently working on. There are two areas where this isn't true however.

In Cosmetology our shopkeeper position is currently a 0.48 FTE position and given that the shopkeeper's position supports, two cohorts of Cosmetology, two cohorts of Esthetician, one cohort of Massage Therapy and will soon be supporting 1-2 cohorts of Barbering, the position needs to be 1.0 FTE position. The position handles all of the ordering, inventorying and distribution of all materials for all labs in the area. As well as all of the materials utilized and sold as part of the spa client services. Currently we are having to backstop this position with assistance of other faculty and staff.

Our staffing situation in the CDC has been complicated for several years. The CDLC Coordinator and Dean are currently working on new revenue models as well as a new proposed staffing structure. Unfortunately that work was interrupted by the COVID response and will need to be moved into the next academic year in terms of requests. Currently we are utilizing a less than ideal, but cost effective model of employing multiple short-term temporary positions instead of Master Teacher positions. The staffing issue is significantly intertwined with revenue model for the CDC and the level to which the District wants to expand or contract the number of families we serve.

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 one of the top five transfer and degree awarding programs. The BEPP Division is the primary division for certificate completion at Skyline College. The Automotive Technology program awarded 739 certificates in the last five years. Cosmetology (2) and Education/Early Childhood (1) also were in the top ten for awarded certificates. Overall the BEPP Division had nine out of ten of the top ten programs in total certificates awarded over the last five years.

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 and Barbering State Licensing Board, Massage Therapist Licensing Board, and CAMTC.

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. 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.

The BEPP Division has an excellent relationship with local business industry as is evidenced by industry participation in our Advisory Boards. This is particularly evidenced with the Automotive Technology Program and their partnerships with

Nissan, Subaru, Audi, Infinity and most recently Mercedes Benz. It is also evidenced in the partnership with Canada College for the Education/Childhood Education Board that encompasses an extensive range of providers, local and state agencies.

Our Child Development Center is also a strength of our Division as it gives our E/CD program access to a career oriented lab environment on campus. The center hosts classes each semester and is a source of workforce training opportunities and internships for our students.

The Division is also fortunate to have the Bay Area Entrepreneur Center (BAEC) as part of the Division as it gives the entire division a conduit into the San Bruno local business community. During this year this access has been accentuated at the San Bruno Foundation awarded BAEC with \$100,000 grant to support local small businesses struggling with issues related to COVID 19. The program will start in late June after Board of Trustees approval.

The Division is also blessed with excellent facilities and facilities support from Skyline's Maintenance and Operations Division. We have a state of the art SPA facility that includes a full spa, spaces for all classes and labs as well as client reception areas. Our Automotive Technology Program yard is extensive with several buildings that have auto bays and lifts. We additionally have classroom space and breakdown, tool room and parts room areas. The area could be enhanced by covering some of the outdoor workspaces but that is a request that will be taken up in future years.

Finally we are fortunate to have two student support computer labs and associated staffing for the labs. With the reduction of TBA sections and the current COVID 19 response environment, we will need to somewhat redesign the way these labs work to more effectively support students in the current environment but the labs are a significant benefit to and strength of the Division.

Finally, our close ties to the Strategic Partnership and Workforce Development Division is a strength for the Division. These ties allow us to access financial resources as well as access to and partnership with the significant job/career assistance work of the SPWD Division as well as recruiting opportunities generated via the Dual Enrollment work of that division.

Challenges

The BEPP Division had a number of challenges facing it over the past year. The first is that there was significant change at the District, College and Division level over the last year. Change is always difficult and as discussed earlier in this report the Division handled the challenge well and was able to make positive progress throughout the year. This included making positive progress on LOAD efficiency, continued success with certificates and degrees and progress on the

College Redesign including the development of programmatic two-year scheduling templates.

Faculty staffing in a couple of areas remains a challenge. Over time we lost significant full-time staff in the Business Program. We were scheduled for a replacement position this year but the COVID pandemic response interrupted that hiring. Additionally, we've had two recent retirements in the Automotive Technology Program. Like Business, we were scheduled for a single replacement position, but that position was interrupted by the COVID 19 pandemic response. This leaves us two full-time faculty short in the Automotive Technology Program which impacts the program to the level of about a 25% reduction in the number of students we're able to admit to the program.

Having programs without full-time faculty is always challenging as they are always a second priority for someone. This has been the case for our Real Estate and Hospitality and Tourism Management (HTM) Program. Soledad McCarthy has done a good job shepherding the HTM program and this year we have scheduled college campus sections of all required classes to complete the certificates we offered. One of the classes in each of the certificates had not been offered in at least two years. Meaning of course, no one has been able to complete those certificates in the last two year.

The Real Estate program has faced some historical enrollment declines in line with the rest of the college. However this year we were able to get all of the courses we teach, distance education approved. Going forward we will be offering all three classes online each fall semester and in person each spring semester

Overall enrollment decline has been an issue for Skyline College for the last seven years, the BEPP Division has not been immune to this issue. However this year we made progress in starting to reverse that trend for Business, Automotive Technology and E/CD. The one program where the enrollment decline has been extremely impactful is in the Accounting Program. The program has been cut back to the bare bones of the program and there is nothing else to cut without both impacting full-time faculty loads as well as likely further driving students away due to a lack of offerings. There will be more work to do in this area but it is difficult to predict how the COVID response and course change will impact this program.

As discussed previously in this report, we still need to revamp the staffing structure and work to improve the revenue model for the CDC. This work is ongoing, although some progress was made this year through the development of a partnership with IHSD which puts some of our students into the federal Head Start program. That change will allow those students and their families to get additional resources as well as bring additional revenue into the center.

Finally we've had to request a fee increase for the 2020-21 academic year for both centers in the District and this request has been submitted to the Board for approval. We discovered in the spring that our fees were actually below the state reimbursement level and we're required at a minimum to have our fees at the reimbursement level. This mistake cost us significant potential revenue over the last year.

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 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.

For example, Business faculty are currently developing a Retail Management, Human Resources Management and Sales/Marketing CTE Career Pathways. This work is part of an online education grant that the college acquired and includes a collaboration both with the SPWD Division as well as the CTTL.

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. This project has been renewed for a second year.

The Division works both with the Social Science and Language Arts Divisions with several courses that are cross-listed between our E/CD program and Psychology and Literature respectively.

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

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 for the entire program. We are also launching crossover courses allowing students to achieve multiple 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 one of the first Community Colleges 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 and Special Education. 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.

The Department aspires to increase enrollment with several strategies:

1. Continue to offer courses evening, and Saturdays along with the usual daytime offerings.
2. Increasing hybrid and online offerings of core courses.
3. Increase the number of faculty PT/FT who have DE CANVAS training
4. Offering courses as dual enrollment at the high school level.
5. Fully developing a two-year scheduling template to help students better understand their pathway to completion.
6. Utilizing internships and developing an Apprentice Program
7. Develop and implement a marketing plan for the program.

Automotive Technology

The Automotive Technology program has started exploring a number of initiatives for the future. Several faculty are exploring adding ADAS, automated driving technology components into our existing classes. The department is making a significant change in considering utilizing virtual technology as part of the laboratory components of the program. This will eventually lead to students having significant companion resources to their hands on activities while also reducing the number of lab hours a student will need to physically be present on campus. Discussions have started about redesigning the evening program with consideration given to moving to some alternate and compressed format classes.

The hope is the evening program redesign, along with the eventually hiring of additional full-time faculty, will allow us to increase overall Automotive Technology Program enrollment by 25 - 50% while also providing students with the basics to support the overall auto industry's move into autonomous vehicles.

Accounting

As discussed previously, the Accounting Program has suffered from significant enrollment decline. The program is adopting a number of strategies to increase enrollments. We will be developing a marketing plan for the program, advertising the ability to complete degrees/certificates online and assessing the potential of adding new certificates to the program if the workforce data shows that they would be fruitful.

Hospitality and Tourism Management

This program has languished at the college level. We've done more coursework at the high school level with dual enrollment. The first thing we aspire to do moving forward is to consistently offer the courses in our certificates so that students can depend on the course offerings and complete the entry-level certificates in a timely fashion. Finally, going forward the college will need to assess whether this is a program worth investing in or not. If we decide to invest in the program we will need to commit to a full-time faculty member and settle on a definitive direction for the program.

Business and BCM

The Business and BCM programs have historically been the landing spot for a large number of newly created certificates that are short lived and then dropped. As such, going forward we need to develop a strategic plan for the Business program. Going forward we would love to see greater integration with the college's BAEC center. Currently we have a number of newly created certificate programs that are launching within the program. Moving forward assessing and ensuring the success of any newly launched degree or certificate programs has to be a priority for the Business Program. Additionally, we need to make better

uses of the resources related to the BCM program. In the future we would like to see that resource be a more effective student support tool for both onground and online students.

Real Estate

The Real Estate program has moved to a new scheduling format, all three courses are offered in the same modality each semester, online in the fall, onground in the spring. This will allow for the development of specific marketing targeting students interested in getting into the real estate business and being able to complete courses and sit for their real estate license exam in a single semester.

Child Development Center

Our aspirations in this area are very straightforward to state, difficult to accomplish. We hope to be able to expand the CDC to utilize all four of its classrooms, to become at least budget neutral while maintaining adequate staffing and service and to fully implement an apprenticeship program centered on the CDC.

Bay Area Entrepreneur Center

Our aspirations for BACE are developing. This year we began a five-year planning process. These plans will likely be impacted by the desires of the incoming president. However we do aspire to be budget neutral if not budget positive and to be seen as a premier business support service in the San Bruno and surrounding San Mateo County area.

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](#)

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

[1239-Complete hire of Automotive Faculty](#)

[1237-Hire permanent replacement Auto Technician](#)

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