



Administrative Leadership Unit Review (ALUR) Template for FY 2023-24

Date: 2/24/2023

Division: BEPP

Division Dean: Michael Kane

Please respond to the following prompts by clicking on the grey box:

I. List the programs that fall within your Division.

Accounting, Automotive Technology, Barbering, Business, Business and Computer Systems Management, Cosmetology, Early Childhood Education, Education, Esthetics, Hospitality/Tourism Management, Management, Real Estate, Wellness, Child Development Center, Bay Area Entrepreneur Center.

II. Briefly describe any major changes to the Division or Programs' purview and functions during the past year.

We have added the Barbering program and expanded our Esthetics Program.

III. Review the Improvement Platform's "General Information Summary" dashboard for program review completion and note which programs within your division are (a) missing a CPR/PRU for their designated year, and are (b) scheduled for a CPR and/or PRU next year.

All are up to date.

IV. Review the Improvement Platform's "Course SLO/ PSLO Assessment" dashboard for your division and note progress on course SLO assessment (for instructional/ student service programs with courses) or program SLO assessment (for student services programs) for the current three-year cycle? Which programs may need your support, and how will you support them?

According to the chart, the BEPP Division has the highest percentage of assessed courses of any division. As such, I will continue to support my faculty in their work to increase that percentage. As departments work through the SLO process I will be available to work with them in their departments and provide any resources they need.

V. Briefly describe the major challenges and achievements for your Division over the past year.

Over the last year, as with everyone else, the Division has been working on trying to figure out what our post-pandemic emergency normal will/should be. We've been experimenting with changes to course offerings and modalities to try and maximize both our enrollment and efficiency with variable success.

Over the last year we have discontinued the Massage Program and transitioned the staff and FTEF into a new program, Wellness. The program is being developed by Dr. Ronda Wimmer.



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She has created new courses as well as several new certificates. This process will take another two years to be fully completed.

We have seen significant turnover in the past year. We have had a full-time faculty retirements, a full-time faculty member who passed away, a large number of classified staff changing positions, leaving or retiring. This has meant a large number of hiring committees for the division to staff. This staffing process has been more difficult as usual due to the complications of the faculty point system experiment. It has meant both fewer available people to staff these committees and extra budget paid out to make them happen.

We have also had a turnover in department coordinators, out of five coordinators two are new this year.

We have also seen a reduction in available part-time faculty so have been working to build up our part-time faculty pools. This has seen an increase in the number of people going through the equivalency process, a process that is extremely slow. Coupled with an extremely slow hiring process this has meant that we have had multiple programs disrupted at the beginning of the last two semesters as it was difficult to get faculty into the system by the start of the semester.

One thing that we did to assist in developing the potential adjunct pool in Automotive was to develop and run a CTE teaching basics course for four potential adjuncts. All successfully completed the class and three out of four have already taught and the fourth is expected to by Fall 2024.

The Automotive Technology program has had significant internal faculty turmoil over the last several years and the long-time. Starting in last March we approached HR to see if we could bring in some mediation services to assist the department. This week the department had their first meeting with the mediator.

The Division through a collaborative process developed a department coordinator process. The document details how they will be chosen, evaluated and processes for removal if it should become necessary.

The Early Childhood Education Program was awarded a 3 year, \$500,000 apprenticeship grant to develop the Early Childhood Apprenticeship Program (ECAP), our first cohort started this fall. The program design has gotten lots of statewide recognition. There have been many challenges as the program encounters all of the same issues the college's faces with students. The program is detailing with issues related to recruitment, staffing and student support services as well as the overall slowness of all of our HR processes.

The Cosmetology department, after a 7-year Norse Saga level odyssey finally kicked off our Barbering program. The program is doing incredibly well, getting positive press and waitlisted in it's second semester. The largest challenge that the program faced was getting any assistance form the college to market the new program. We are now getting assistance but it came after the second cohort had already been registered.

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Over the last year all of the licensing programs in Barbering, Cosmetology and Esthetics faced a major hour requirement change at the state level. The state licensing board laws changed from requiring 1600 hours in order to sit for the license exam, and dropped the minimum to 1000 hours. This meant a complete revamp of the curriculum for all of our programs and put a number of students in limbo being caught between the two requirements. We will have all of those students completed by the end of this semester.

We continue to have huge (90+) students wait listing for our Esthetics Program each semester. This semester we were able to expand the program adding an additional cohort to our rotation allowing an additional 30 students into the program per semester.

Finally, we are experimenting with a crossover barbering program for our Cosmetology students to qualify for both their Cosmetology and Barbering licenses.

We have faced a continuing issue with the Hospitality/Tourism Management Program. The program gets minimal enrollments at the college level, few to no certificate completers, yet high enrollments for the dual enrollment classes. This leaves us between a rock and a hard place as to how to proceed, we continue to work on this issue.

The Bay Area Entrepreneur Center has been undergoing a complete overhaul, including the revenue model, facility look and function as well as the focus of the center. The center is now providing more focused entrepreneurial training for our CTE students including students from the BCE programs as well as launching an internship program that will provide support to businesses in the downtown San Bruno community.

VI. List and describe the major goals for your Division – What will the Division focus on achieving over the next 1-3 years? How do your Division goals align with the College’s [M-V-V](#) and [Education Master Plan](#)?

Our Division, as the primary workforce development and career technical education academic division for the campus will continue to work to do the following:

1. Work to keep our programs to industry standard including developing automated driving and electric vehicle training courses in automotive, further development of ECAP apprenticeship program, expansion of the ECE program to meet high community needs for childcare staffing in order to give students the best possible preparation to be job ready and get hired in their field.
2. Continuing to grow and expand our successful programs while critically evaluating programs that are struggling. For example, recently we had to revamp our Quickbooks accounting program to move to cloud-based services.
3. Continuing to support and incorporate college initiatives into our programs and Division.
4. Continuing to work to determine what the “new normal” is for programs. The COVID pandemic emergency has caused a paradigm shift in education. As students adapt and change in response to changes in society caused by the pandemic, we continue to adapt and change our programs to best serve those students.



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VII. Using the boxes below, list the resource requests that the Division is moving forward for consideration. Please note that the resource requests should be in declining order of priority, as indicated in the upper left corner of each box. For each resource request, describe how it connects with your Division goals, and the potential consequences of not securing the requested resource. In sum, please explain why filling this request should be a priority for the College. (To see a list of requests submitted by your programs, please follow the separate instructions for downloading from the Nuventive Platform.)

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
1	Classified position change – BAEC	Classified Professional FTE	BAEC, Division	\$20,000
<p>Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.</p> <p>The change in the focus for BAEC means that a receptionist (OAll) is no longer the best use of resources. We would like to change this to a program assistant which makes more sense in the current environment and would better assist in further revenue development at BAEC. This supports the goal of keeping students at the highest level of job readiness for our CTE programs.</p>				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
2	Instructional equipment and technology	Equipment	All	\$80,000
<p>Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.</p> <p>This is our standard request in terms of instructional equipment and technology needs that programs have to remain at industry standards and are usually met via Perkins and Strong Workforce Program funding. These are necessary funds for continuing to keep our CTE programs at industry standard levels so that our students have the best chance at employment.</p>				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
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3	Temporary workers	Professional Experts	BAEC, division	\$25,000
<p>Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.</p>				
<p>Further funding for professional experts to continue to support the work of BAEC in order to help our students be best prepared to enter the workforce.</p>				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
4		Choose an item.		
<p>Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.</p>				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
5		Choose an item.		
<p>Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.</p>				

If you have additional resource requests, please copy and paste new boxes below, and be sure to update the priority ranking.