



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

**Date:** 3/8/2024

**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, Human Resources, 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.**

There were no significant changes to the division over the last year.

**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.****

PRU are optional, programs in CPR 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?****

A number of departments have identified but not yet fully assessed courses. The programs have significant resources via Karen Wong but need the will to move forward and complete the assessments.

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

The Wellness Program continues to full develop the program by adding new courses and certificates and two certificates have receive regional approval and been submitted to the state.

We have seen significant turnover in the past year. We have had full-time faculty retirements and faculty who have moved on to other positions, as well as 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.

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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 last year was to develop and run a CTE teaching basics course for four potential adjuncts. All successfully completed the class and have taught for the program. We're in discussions of doing a similar program for our Barbering/Cosmetology/Esthetics Programs this summer.

The Automotive Technology program has made some progress toward moving the program to address ADAS technology and preparing to integrate Electric Vehicle components into the program.

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 program has successfully begun placing apprentices in the community as well as our district child development centers.

The Cosmetology/Barbering/Esthetics department has expanded significantly adding a second cohort of Barbers as well as an additional cohort in the Esthetician Program. The popularity of the program has also brought on additional changes. While the programs have expanded our budgets have remained stable. We also have not been able to bring on new classified staff other than via cannibalizing other BEPP programs. And, due to the fact that the program runs from 9AM to 10PM, we've had to break full-time positions into part-time positions in order to try and serve the programs as best we could.

These programs also all fill during priority registration, which means we have classes full of students from special programs who bring additional issues into the classroom. In cohort models this leads to a need for a higher level of classroom management skill by faculty, faculty who receive no training from the college into this aspect of teaching.

We are implementing crossover barbering programs for our Cosmetology and Esthetics students to qualify them for multiple state 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. The solution that has been worked out is to offer the HTM courses, 2 per semester so that all courses are offered over two years. Given that is the minimal requirement for course offerings in a certificate. None of these students can be

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canceled and many are being consistently being run underneath required course minimum enrollments.

The Bay Area Entrepreneur Center will remain in downtown San Bruno on a year to year lease. The unique budget (no actual budget) situation has left us unable to provide staff support for the director. So as a one-person operation the director is doing what they can utilizing only professional expert and student assistant support.

**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. Additionally, in Accounting we gave up our CTEC certification due to a lack of expertise in the department and have stopped pursuing the development of a Business Sales program.
3. Continuing to support and incorporate college initiatives into our programs and Division.

**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

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**Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.**

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.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
2	Instructional equipment and technology	Equipment	All	\$80,000

**Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.**

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.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
3	Temporary workers	Professional Experts	BAEC, division	\$25,000

**Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.**

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.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
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4	PSC in Business	Classified Professional FTE	All 8 Business programs	\$100,000
<b>Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.</b>				
<p>The Business umbrella is significantly large and encompasses eight programs while have extensive involvement in SPWD events, recruiting and entrepreneurship. Program is currently forced to rely on student assistants.</p>				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
5	Cosmetology Aide	Classified Professional FTE	Cosmetology, Eshtetics, Barbering	\$100,000
<b>Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.</b>				
<p>These are the fastest growing programs in the division, I've shifted every available classified FTE into the department, but with programs running from 9AM to 10PM we still need additional classroom instructional support.</p>				

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