

January 1, 2018		
CTE Programs Activities	Working Notes	Final Report
1. Identify two <b>new Program ideas</b>	<ul style="list-style-type: none"> <li>• Ophthalmic Technician ITC/AAS – no training programs in the area, local optometrists support the idea.</li> <li>• Culinary Arts ITC/AAS – overlapping or combined with hospitality management</li> <li>• Fire Service Technology AAS – demand from local firefighters and the city</li> <li>• Robotics Training Option – part of industrial electronics program (option or changes)</li> </ul>	
2. Assess <b>course delivery schedules</b> to enhance enrollments	We are exploring the audience for these potential delivery schedules. Some BTS courses are currently offered in the late afternoons. As part of the new building plans, we are looking at a potential weekend college or evening courses outside of the cohort model for some programs	
3. Ensure all full-time and adjunct faculty teaching online have completed the <b>Quality Matters training [Plan]</b>	All CTE faculty have either started the QM training or have planned dates to complete this training in the first quarter of 2018.	
4. Review Idaho Department of Labor, Business Insider, and student preference data to determine if additional new programs can be added to our menu	This is an ongoing process as we communicate with the Department of Labor to help determine needs in the area. There are currently no significant gaps in programs and needs.	
5. Complete activities in the “Relabel/ Clarify Programs” section of this plan	We are working with the BTS programs of Administrative Assistant, Medical Office Assistant, and Legal Assistant to attempt to build an umbrella program that may also include additional business technologies as suggested by various advisory groups.	
6. Identify two courses that can be reconfigured and offered for non-majors	Web Design and Development is a course that is offered for non-majors and has been communicating with computer science degree-seeking students to expand this offering.	

	We are exploring an Introduction to Auto Mechanics course that can be available for any students as an elective, but can still be applied to the auto mechanics majors.	
7. Address 'choke points' and interventions in key courses	This is also an ongoing process by faculty in all courses at all times. The largest choke point identified currently is the college readiness of students to work with and complete college courses.	

June 30, 2018		
8. Develop focused <b>Program Plans for Interdisciplinary A.A.S.</b> degree	<p>We have developed focused plans for two sample degrees:</p> <ul style="list-style-type: none"> <li>• Legal and Medical</li> <li>• Business and Auto</li> </ul> <p>We are working on getting those posted and integrated with our web site.</p>	
9. Develop one (1) new <b>Articulation Agreement</b> that supports student transition to other regional institutions for majors not offered here, or for graduate programs	<p>We are currently exploring options for:</p> <ul style="list-style-type: none"> <li>• Paralegal/pre-law to U of I</li> <li>• Development of a culinary ITC to Walla Walla Community College</li> </ul>	
10. <b>Weekend/ Evening college:</b> Develop one program to be delivered via hybrid format with in-class meeting sessions delivered in the evenings/ on the weekends	<p>Starting this fall there will be one evening course in accounting. In the Spring we anticipate an evening legal course.</p> <p>We are testing the waters with these courses to determine demand for evening/night classes in the region.</p>	
11. Explore which programs can be <b>offered over 12 months</b> to support on-time completion	<p>We are looking at building the new admin umbrella program around a year-round schedule where a student that might complete a degree in 16 months instead of 24. We are concerned about finding instructors during the summer and finding students who will be able to use financial aid during the summer without using up their allotment for the year.</p> <p>We are also looking at setting up a program in T&amp;I that could have a spring start, complete the second semester over the summer, and then complete their second year, allowing those students to complete in 16 months.</p>	
12. Identify three (3) courses that can successfully be offered in a 2 week block [ <b>Intensives</b> ]	<p>We are trying to determine demand for this type of course. We are also concerned about finding instructors during the summer and finding students who will be able to use financial aid during the summer without using up their allotment for the year.</p>	
13. Develop two (2) <b>campus recruitment events</b> which bring students to campus to explore specific majors	<p>In the past year we had a BTS Spring Fling and a successful Career Showcase event. In the next year we have a Career Showcase event planned for the fall and the Dream It Do It conference for the spring.</p>	

<b>Ongoing/ Later</b>		
14. Ensure all full-time and adjunct faculty teaching online have completed the <b>Quality Matters training</b>		
15. Support Student Affairs in the development of webpages focused on <b>“What Can I Do with This Degree?”</b>		
16. <b>Reconfigure classroom</b> spaces to increase class size		
17. Collaborate with Student Affairs to <b>market the majors/ programs</b> listed in this Plan.		
18. Continue Implementation of 2016 Summer School Plan		