BRIDGERLAND TECHNICAL COLLEGE

STRATEGIC PLAN FY 2016 – 2017 SUMMARY REPORT

OBJECTIVE 1 • EFFICIENT RESOURCES
Target and efficiently use resources to maximize successes through the Implementation of a mission-driven budget.

The annual budget at Bridgerland Technical College (BTECH) is a significant part of the Strategic Planning process for each fiscal year (FY). Ultimately, the budget exists to distribute scarce financial resources across the institution to efficiently and effectively maximize student success and meet the most critical business and industry needs. Finalizing the budget is the result of completing the Strategic Planning process and it becomes the place to start the next cycle. From a financial point of view, this process includes getting direction and ideas from all stakeholders (e.g., students, employers, the community, faculty and staff, students, administration, and the Board of Directors).

For FY 2016-2017, the budget request and eventual appropriation combined the identified expansion needs of the College with GOED industry sector initiatives to continue progress toward the Governor's 2020 Vision Goal. Bridgerland's budget related Strategic Planning is comprised of three primary budget categories: Operating, Capital Improvement, and Capital Development. Input from all the various constituencies is requested by these categories so they can be properly compiled and prioritized. The budget implementation efforts to target and efficiently use resources for FY 2016-2017 is summarized below.

Operating Budget – The expenditures associated with Bridgerland's Operating Budget are funded through a variety of sources including legislative appropriations; student tuition and fees; federal, state, and local contracts and grants; and donations and contributions from business and industry partners. With these different funding sources, the College was able to implement the following list of Operating Budget initiatives during FY 2016-2017:

- Hired two new instructors in the Automated Manufacturing and Robotics Program at the Brigham City Branch Campus. That includes hiring one instructor with more manufacturing background and one with more aerospace (composites) background.

- "Rebooted" Bridgerland's Information Technology Program and Web and Mobile Development Programs (one more time) with two new department heads and expansion of instructional faculty. Due to the high marketability of individuals with these skills, the College found it difficult to retain teachers. This implementation plan included an increase in the salary/wage range for the department head(s) along with hiring a new PhD-prepared IT and Coding expert. In addition, a part-time, hourly instructor was hired to help implement early-stage Cyber Security instruction.

- Partnered with the Bear River Region education partners (all four school districts, BTECH, and USU) on a second round of STEM Action Center grant funds ($100,000) to expand the new early morning STEM Robotics courses using the UETN video conferencing system and Canvas to deliver the curriculum to the two new high schools, Ridgeline and Green Canyon.

Capital Improvement Projects FY 2016-2017 – Bridgerland Technical College completed construction and implementation of five different Capital Improvement projects totaling $1,678,211. A brief description of each project is outlined below:

1. **Brigham City Campus Expansion and Upgrades.** Following the completion of USU's new Brigham City Regional Campus building, USU moved out of two buildings/areas at the Brigham Regional Educational Complex on 1100 South. Those two areas were renovated for use by Bridgerland Technical College to accommodate new programs and existing program expansion. One building was turned into a new state-

of-the-art Automated Manufacturing and Robotics classroom and lab. The other building was remodeled to be the Cosmetology classroom area and is located directly between the Cosmetology lab and the Esthetician lab. Before this improvement project, Cosmetology students were scattered across a variety of classrooms in the original Brigham Campus. By consolidating the Cosmetology needs into this new building, the original Brigham City Campus facility became available so Bridgerland's Information Technology Program could be expanded to Brigham City.

2. The second project funded by Capital Improvement project funds during FY 2016-2017 was to update and modernize the security systems, including video cameras, electronic access control devices, and perhaps most importantly, an update to the Wireless Access (Wi-Fi) infrastructure for the College. As the use of the learning management system (Canvas) continues to grow, it becomes imperative to increase the wireless capacity and speed. This project provided significant improvement to all three of these urgent needs.

3. The third project funded by Capital Improvement project funds was to complete the class project storage facility that was started two years ago. This project replaced the old chain link fenced area that housed in-progress student project vehicles. In order to maximize the use of these improvement dollars, Bridgerland's Building Technology Program used this as an opportunity to train students. It turned out to be a win-win project because of the substantial cost efficiencies that occurred while students received the important hands-on education needed to graduate and go directly into the workforce.

4. The fourth project had two parts in the Diesel lab. First of all, a new Chassis Dynamometer was built into the ground replacing the outdated, 30-year-old dynamometer. In addition, all of the window casings in the lab that had rusted out were replaced with new, energy efficient window casings and windows.

5. The final project was titled West Campus Infrastructure and included multiple objectives. This project replaced all of the failing exterior concrete sidewalks and retaining walls. It also included some replacement of floor coverings, a fire-alarm system update, and ADA door openers for the two main entrances.

OBJECTIVE 2 • PROFESSIONAL PRACTICES
Enhance professional practices.

Technology Enhanced Instruction (TEI) Department Expands Support – The evolution of technology in the classroom has revolutionized online learning. Many departments have expanded their use of Canvas, the learning management software, and as it gains popularity, the need for support increases. Many instructors choose to manage their curriculum and instruction in Canvas, but often need technical support. An intern was hired to capture and upload video, create new images for program landing pages, and carry out curriculum enhancements.

Council on Occupational Education (COE) Reaffirmation – Wendy Carter, the College COE Liaison, led the Steering Committee of 16 members in preparation and intense evaluation for the COE Reaffirmation visit held September 18 – 21, 2017. Faculty and staff were dedicated the entire year to self-assessment of policies, procedures, and self-study writing. The effort of each and every faculty and staff member is recognized as a commitment to the students of the College. This comprehensive process provided opportunity to make needed changes to improve the effectiveness of the College while also providing recognition of many areas of excellence.

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Professional Development

August 22, 2016 – Summer Planning Meeting – President Campbell started the meeting with continuing encouragement toward the College goal of "Improve Student Success." The Risk Management Coordinator reviewed common OSHA violations to ensure compliance and reminded faculty and staff about the use of Rave, the college-wide communications tool. Staff in the Technology Enhanced Instruction Department trained faculty on Jenzabar and Canvas integration and how teachers are assigned to courses. Mason Lefler, Senior Instructional Designer, highlighted improvements to Canvas as reported at InstructureCon 2016. The keynote speaker was Kevin Cummings, "Hacking Your Happiness." He talked about how to be more relaxed, resilient, and resourceful.

October 19, 2016 – Life Coach, Kim Giles, presented "Human Behavior 101." Kim helped the faculty and staff better understand human behavior to improve people skills and find effective ways to respond to bad behavior.

December 7, 2016 – Pathways Conference – The annual Regional Pathways Conference was held at the Logan Main Campus of Bridgerland Technical College. Over 200 CTE educators, counselors, administrators, Career Center staff, as well as DWS employees from the region attended the conference. Dr. Kevin J. Fleming, P.h.D. was the keynote speaker and presented *Success in the New Economy* and *(Re)Defining the Goal*. Dr. Fleming utilized labor market statistics and personal stories to discuss the real workforce demands and role CTE plays in preparing students for high-wage, in-demand jobs. Participants explored new ways to help students discover the alignment between themselves, their academics, and their first career choice.

May 26, 2017 – Dr. David Christian and Sharla Hart provided training on Motivational Interviewing (MI). MI is a psychotherapeutic approach that attempts to move an individual away from a state of indecision or uncertainty and towards finding motivation to making positive decisions and accomplishing established goals. After the keynote, the following breakout sessions were held:

- Motivational Interviewing for faculty (continued) – Mason Lefler
- Motivation, team work, and positivity for support staff – Roxie Christensen
- Energizing the workplace for maintenance/custodial staff – Sterling Petersen

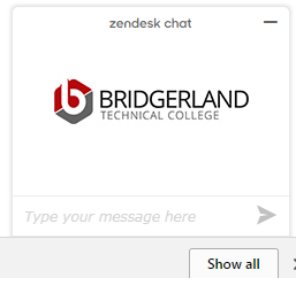
OBJECTIVE #3: REDUCE OR ELIMINATE BARRIERS
Reduce or eliminate enrollment barriers and improve student access, participation, and completion

Career Ready Pilot Program – A committee was formed to evaluate student assessments and identify inefficiencies in enrollment procedures. This data was gathered from the Student Success Advisors, the Assessment Center, Academic Learning, and Jenzabar. After analyzing the data, the committee went right to work to find solutions to remediate inefficiencies in the amount of time it took a student from application to enrollment. After careful consideration, the software program Career Ready was purchased and implemented with a pilot of four programs: Drafting, Media Design, Interior Design, and Dental Assisting. After a six-month trial period, results were compared. There were tremendous

improvements in the loss of students, reduction of assessment time, and reduction of inefficiencies in the enrollment process. It was estimated that during FY 2016-2017 there were 140 students who tested, failed, and never enrolled in Academic Learning and/or came back to try again. In the pilot, there were only two that tested and never returned. The average time a student took to take the pre-enrollment assessment was three hours in the non-pilot group. This time was reduced to one hour. It took students an average of 5-6 visits and 58 days from filling out the application until enrollment in the non-pilot group. This was reduced to two visits and 31 days in the pilot group.

Enrollment increased because instead of "failing," students who needed help were seamlessly transitioned into Academic Learning then congratulated with entrance into their program of choice. After six months of being in the program, students were evaluated and instructors provided feedback such as "they were just as or better prepared than other students" and "some of the best students we have had." This pilot has been deemed a resounding success and will be expanded to other programs. The College will continue to evaluate the process and make improvements as necessary.

Live Chat Expands Student Access – Research shows that for millennials phones are important, but not for calling. Over 60 percent prefer to have their basic customer service and support questions answered via live chat. To expand access and communication, live chat through Zendesk was added to the Web site. Existing support staff employees were added as agents and started engaging in an online environment to answer questions. The service provides the opportunity for agents to not only answer questions initiated by the public, but Bridgerland can reach out and begin conversation as well.



Streamlined Enrollment Process with Student Success Advisors – In conjunction with the new Web site, the Marketing Department simplified the enrollment process to make it easier to understand. They identified bottlenecks and processes to better navigate students through enrollment. The revised "Enrollment" and "Meet the Advisor" pages have had tremendous growth in viewership. Call to Action buttons have been prominently placed on these pages, which resulted in an increase from 425 views per month to 1,381. The Student Success Advisors' schedules filled quickly. In August 2016, the advisors had 52 appointments scheduled. In August 2017, they had 113 appointments before the month was even over! The workflow is to continue to tweak the navigation and enrollment pages to watch how users react through in-depth analysis. This information will be used to continually improve the user experience.

OBJECTIVE 4 • NEW TECHNOLOGIES
Increase new and innovative technology practices.

Connecting with Prospective Students through Salesforce – Salesforce is a popular Customer Relationship Management (CRM) platform that offers the ability to efficiently manage and track the customer base. Bridgerland began testing this software by acquiring ten, no-cost educational licenses with the intent to first capture leads from events such as Career Days, fairs, group tours, etc. The Marketing Department met with other technical colleges using this same software and gathered ideas

for implementation. The department is currently training and in the initial setup stages. It will be exciting to see how this software can assist in increasing organization, interaction, and engagement with students (current, future, and past).

Proctorio Technology Expands Access – Policy dictates that students must take their final test on-campus or at a pre-approved proctored site. Increased online availability has magnified the need to provide efficient access for proctoring. Several products were considered and Proctorio was chosen as a remote proctoring service software that uses a web browser to monitor tests for suspicious behaviors. This service is fully integrated with Canvas and provides identity verification.

IT STEM Academy Launches with Microsoft Hub – With the help of an SWI Grant, the instructors for the IT STEM Academy began development by equipping the labs at Bridgerland and each of the area high schools. A week long training camp was held during the summer. Pictured here are the instructors going through all of the labs and building some of the equipment that the students will be working on throughout the school year. The large screen in the upper right portion of the picture is a Microsoft Hub, brand new technology that will allow the high schools to interact with the instructor during the broadcast lectures. Online training is being developed and added into the online learning management system, Canvas.

WebEx Reduces Costs – Bridgerland previously purchased five Adobe Connect (web conferencing) licenses as a solution for connecting and collaborating with students in an online environment. The Senior Instructional Designer evaluated the use of the licenses and found they were underutilized for the cost of the service. The licenses were cancelled and replaced with WebEx accounts. WebEx is a free service provided by UETN; so in addition to replacing the five licenses, the College has expanded the licenses to offer more access for instructors. Business Technology, Information Technology, Academic Learning, and Nursing are among the programs utilizing the service.

OBJECTIVE 5 • OUTCOMES & ACHIEVEMENT
Enhance and improve outcomes through increased student proficiency and achievement to meet accreditation standards and ensure students are career ready by completing industry recognized credentials.

Student of the Year **–** The FY 2016-2017 Student of the Year title and award of $1,000 was presented to Ben Olsen, a certificate seeking student of the Automated Manufacturing & Robotics Program. Ben Olsen came to Bridgerland from the United States Army where he proudly served as an Infantryman for a number of years. After a debilitating injury prevented him from continuing to serve, he decided to further his education. After trying a number of different industry fields, he finally found his true passion in the Automated Manufacturing and Robotics Program. While there are many job options available to Ben, he hopes to one day use his knowledge to continue providing services for the military with his Robotics training. Presentation of his award was given at the Board of Directors' meeting on November 21, 2016.

AM STEM Robotics Graduates – Last year was an exciting year as AM STEM Robotics was created and integrated into the area high schools. Seeing the first graduates complete the certificate and either go right to work or continue their education was rewarding. The following are highlights from the top performers:

John Robinson

"The Bridgerland AM STEM certification has given me the knowledge and skills to work at a job that is far better than most for my age. Getting a job that allows me to work with equipment that I learned about in class was well worth the extra effort.

This program first caught my interest when I was a junior in high school. I was encouraged to be a driver on one of the school's robotics teams. I didn't want to do it; but after the first day of competition, I fell in love. The following year I was a team captain for the robotics team, as well as enrolling in an early morning certificate program from Bridgerland that taught about everything I was interested in such as robotics and technology, as well as other sciences.

I enjoyed the hands-on learning experience. We were able to learn by working with modern technology instead of reading about outdated technology from a textbook. We were actively involved with all of the modules we were being taught, which was my favorite part.

This fall I will have an AAS in General Technology from USU; and in the spring of 2020, I plan on graduating with a BS in Technology Systems from USU. I am also a Cadet in the AFROTC and plan to serve our wonderful country after graduating from college."

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Emma Larson

Emma earned her AM STEM Academy 900-hour certificate shortly after returning from missionary service for the LDS church. Emma gave the valedictory address during graduation commencement at Mountain Crest High School, and then started the AM STEM program that summer. "Thanks to this certificate, I have been able to gain employment at a STEM outreach program for kids. It has also allowed me to realize my passions and continue my education in Mechanical Engineering.

I attended a Charter school throughout elementary and received an excellent education, but my exposure to STEM was very limited. In high school, I joined a VEX Robotics Club and realized that I loved robotics. Bridgerland provided the resources that I needed to further study that field along with many others. That experience inspired me to study Mechanical Engineering at USU where I am currently enrolled. I chose to study at Bridgerland because I had great interactions with staff members and heard about the wonderful resources available there. I would like to become a teacher and give kids the opportunity to realize their passions, but I am confident that my experience at Bridgerland has allowed me to see the breadth of my options and be prepared to succeed in whatever I choose.

Mike Turner

Mike decided to go above and beyond the basic 900-hour certificate and earn the 1410-hour Industrial Robotics Advanced certification. His dedication and hard work had some of the top integration companies in Utah trying to hire him before he had finished his certificate.

"Obtaining this certification from Bridgerland has provided me an industry recognized skill set that I wouldn't have been able to gain elsewhere. It gave me an incredible head start on my career path.

Early on, when I started the program at Bridgerland, Autoliv was looking for Automation Technician interns. I was fortunate enough to be able to get that job, working weekends at Autoliv and going to school during the week. The internship provided me an opportunity to be able to apply what I was learning in a real-world environment. Later, near the end of my program at Bridgerland, I participated in our department's senior capstone project. I designed and completed a project using everyday equipment that is used in this field. I was fortunate enough to be approached by Setpoint Systems, Inc. from Ogden, Utah with a job offer. I am now working as a Jr. Controls Engineer at Setpoint. That value of being able to show off my skill set to potential employers was immeasurable.

Bryken Jensen

"I have been employed at Autoliv for two months. Of my time at Autoliv, I have already seen my schooling from Bridgerland help me. It was the best choice I made to go to Bridgerland as a high school student to start on my AM STEM certificate. I started my job at Autoliv the week after I graduated high school. It was my Bridgerland training that made me eligible for my interview. Without this training I would not have received my job. I am currently working on their PM (preventative

maintenance) crew. I work on their weekend shift when production isn't running so that we can go in when the machines are shut down and PM the machines. We play a critical part in keeping the plant running efficiently. I have seen how each and every class at Bridgerland has helped me in the workforce.

My time at Bridgerland has definitely been challenging for me, but now that I am employed in my field, I can see how direct the translation of school and the actual work place really is. Bridgerland gives a very accurate representation of what the work place is like in their school settings. This is one of the things that I loved about the program. When I started at Autoliv there were a few of the classes that I have taken that stuck out a little bit more than the rest like Pneumatics, Introduction to Robotics, and PLCs (Programmable Logic Controllers). I get a great sense of accomplishment when I can find ways to transfer what I learned at school to how it is actually being used in the workforce. Moving forward, I am going to take my education to the next level, transfer my AM STEM certificate, and continue my education at Utah State University."

Fire Training Improved to Reflect 'Real World' Experiences with New Prop – The department head of the Fire & Rescue Services Program, in collaboration with the advisory team, identified the need to expand fire drill training in close proximity to the College. Four (of six) shipping containers were purchased and placed on the property of West Campus. The following are some highlights of the addition:

- Doors can be forced with firefighter tools (instead of pretending).
- The structure can be modified to prevent memorization of the floor plan.
- The interior can withstand damage of tools and water unlike the traditional dry-wall construction areas.
- The containers are conveniently placed near the fire hydrants.
- Firefighters will encounter darkness, theater smoke, and a floor plan with furniture obstacles to enhance the experience.
- State required skills have been incorporated into the prop.
- Two additional containers will be added for second story expansion. Firefighters will be able to enter from the traditional bottom entrance or forced to go through the second story.

In addition to the prop, a Thermal Imaging Camera (TIC) was added to the program. A TIC can see through smoke and darkness to help firefighters find the heat source of a victim so they can be removed from the deadly environment. TICs are on most fire engines in the USA. Firefighters are expected to know how to appropriately use this device, but very little training is provided since it is not a state required skill. Curriculum was added and physical skills are to be passed off by each student.

Student Evaluations Improved – The Nursing Program revised the tool used to evaluate students' employment (soft) skills at midterm and exit of each semester. These skills include attendance, dependability, dress code, problem solving, attitude, following instructions, etc. The new tool directly correlates with the final programmatic employment skills evaluation on the back of each student's graduation certificate. The faculty members felt that regular evaluations, using the same framework, would allow the students more opportunity for growth and improvement. The Nursing students are introduced to the evaluation form in an orientation at the beginning of the program so they know from the start what the expectations are regarding professionalism.

The Cosmetology instructors implemented a class every Thursday to more fully focus on employment skills. Examples include answering a phone, making eye contact, giving a great handshake, carrying a conversation, handling difficult customers, remembering names, showing empathy, time management, etc. This class has become a favorite! The most liked activities are role playing, name games, talking nonstop for one minute, and dramatic customer scenes. Karen Hurd, Cosmetology Instructor, has seen the students flourish in this setting. With added self-confidence, students are no longer uncomfortable in these situations. The employment skills ratings have improved tremendously this year, so the class will continue indefinitely.

OBJECTIVE 6 • PARTNERSHIPS
Increase career aligned education options and success through enhanced advisory committees, business relationships, and educational partnerships.

AutoCare Collision Repair Supports Tow Truck Driver Training – Employers at the Auto Collision Advisory Committee meeting requested the College offer a continuing education class in tow truck driving so auto detailers who are employed at body shops can also take tow calls. Advisory member and owner of AutoCare Collision Repair, Cody Frederick, recognized the need for Bridgerland to acquire a tow truck/wrecker. His company significantly reduced the cost of a used wrecker so this training could be provided. Since acquiring the wrecker, Andy Arave attended WreckMaster training in Texas to better prepare students for certification. Partnerships with Advisory Committee members provide significant resources and are crucial for student success.

Companies Gather to Support Student Recruitment Event – Instructors in the Automated Manufacturing & Robotics program hosted a recruitment event connecting students, educators, and employers. This event was well attended with students sharing their excitement for future careers. Their skills were targeted to align with current careers in manufacturing. Employers were astounded by the high caliber, manufacturing-minded students present. Just over 150 people attended, which included representatives from Utah State University, Weber State University, Department of Workforce Services, and the following companies:

Procter & Gamble
West Liberty Foods
Automation Products Group
Hill Air Force Base
Nexeo
Walmart Logistics
TTM Technologies
Post Consumer Brands
Setpoint
Pepperidge Farm
JBS Beef Plant
West Point Dairy

Partnership Secures Strategic Workforce Initiative (SWI) Grant for IT STEM Academy – Bridgerland Technical College partnered with Utah State University (USU), Box Elder School District, Cache County School District, Logan City School District, and Rich School District to request funds to develop an Information Technology (IT) STEM Academy. This grant was funded and received in June 2017. With little time to prepare for a fall start, the department worked hard to create an IT STEM Academy emulating the successful AM STEM Robotics Academy that broadcasts to area high schools from Bridgerland and USU. This training creates a pipeline of students interested in IT and computer related fields, which increases the number of IT professionals fulfilling workforce demands in Utah. Not only can students get a Bridgerland certificate upon completion, but the College's partnership with USU allows for continuation through the AAS/BS degree pathway.

Key industry partners are Autoliv, UK2 Group, Look Designs, Stander, Marketing AI, Blink Worldwide, Earthsoft, Inc., Lightning Kite, RR Donnelley, Inovar, and Mountain West Web Design.

OBJECTIVE 7 • FUNDING RESOURCES
Maximize learning opportunities and assets through other funding resources

Mentor Connect – The College submitted a project proposal as part of an application to receive mentoring in grant writing. This proposal was accepted in November 2016 and a mentor was assigned to Bridgerland. This mentor worked with a team of faculty and administrators at Bridgerland to successfully write and submit a grant of $225,000 to the ATE division of the National Science Foundation (NSF). This team was flown to New Orleans for a three-day writing workshop, provided training in Salt Lake City, and admission to the Hi-Tec Conference. The NSF grant was submitted October 5, 2017, which is currently being reviewed.

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Presidential Scholarship Recipient Recognition – The Bridgerland Technical College Presidential Scholarship is a prestigious award recognizing high school seniors from across the intermountain west who were nominated by an instructor of applied technology endorsing merit, accomplishments, and future plans. Recipients of this scholarship demonstrate exceptional ability and accomplishment in a technical training area and have a sincere desire to enroll and complete training at Bridgerland. The following five students were selected as the first-ever recipients and were recognized at the Board of Directors meeting with their parent(s) and nominating instructors:

- Brook Berg from Garland, Utah – Animal Sciences
- Trevor Buttars from Clarkston, Utah – Diesel
- Wyatt Gross from Mountain View, Wyoming – Welding
- Alyssa Jones from Riverside, Utah – Dental Assisting
- Whitney Morgan from Brigham City, Utah – Cosmetology

These scholarships are designed to cover tuition and fees along with an allowance for books and materials. These scholarships are non-refundable; meaning any unused portion of the scholarship will not be refunded to the student as a cash award.

Strategic Workforce Initiative (SWI) Grant Received for IT STEM Academy – Bridgerland Technical College partnered with Utah State University (USU), Box Elder School District, Cache County School District, Logan City School District, and Rich School District to request funds to develop an Information Technology (IT) STEM Academy. This grant was funded for $250,000 (Bridgerland's portion was $160,000), received in June 2017. With little time to prepare for a fall start, the department worked hard to create an IT STEM Academy emulating the successful AM STEM Robotics Academy that broadcasts to area high schools from Bridgerland and USU. This training creates a pipeline of students interested in IT and computer related fields, which increases the number of IT professionals fulfilling workforce demands in Utah. Not only can students get a Bridgerland certificate upon completion, but the College's partnership with USU allows for continuation through the AAS/BS degree pathway.

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OBJECTIVE 8 • AWARENESS
Improve perception and awareness in the value of technical education.

Update Web site and Enhance Program Pages – With the expertise of the new marketing director, a new Web site was developed using a number of successful and proven web design techniques. The navigation was created with simplicity in mind to keep the user focused on their program of interest with little distraction along the navigation path. Program pages were revamped to help the user explore everything the certificates have to offer with consistency throughout. Users can easily absorb the information and make decisions about becoming a student at the College. The development stages occurred during FY 2016-2017 with a launch date of July 10, 2017. Already, Google Analytics have confirmed immediate increases in program page views!

Using Web Site to Improve Awareness – When evaluating the redesign of the Web site, it was important to find ways to promote the value of technical education. Space is utilized on the home page and throughout the site to educate the users of success through completions and job placements. Outcomes are listed on each program page to make students fully aware of the power technical education provides them in skills and finding a great career. Additionally, student successes are shared on the blog. This often includes Students of the Month, Student of the Year, scholarship recipients, and more.

Social Media – The value of technical education can be found in the unique perspective and stories that are shared about the students at Bridgerland Technical College. The social media campaign focuses on creating awareness and positive perceptions of technical education by telling those stories. As is typical with social media, when a student is highlighted on the official school pages, the students (and their mothers) are thrilled to share these positive stories on their personal pages. This is then seen by friends and families who are excited to see what their loved one is doing. With student highlights such as "I am Bridgerland," (new this year) "Student of the Month," or "Video Highlights," the posts get comments on the official social media pages expressing excitement and support for our students. This can give the students a sense of pride and provide them with a deeper commitment to their technical education.