

INSTITUTIONAL PROGRAM REVIEW 2012 – 2013

Program Efficacy Phase: Instruction

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Draft forms are due to the Committee Chair and Division Dean by Thursday, February 28, 2013, so that your review team can prepare comments for the draft review meeting (March 1 and/or March 8). Final documents are due to the Committee Chair by Friday, March 29, 2013 at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will provide feedback and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

Program Efficacy 2012 – 2013

Complete this cover sheet as the first page of your report.

Program Being Evaluated

| |
|----------------|
| Human Services |
|----------------|

Name of Division

| |
|--|
| Social Sciences, Human Development, and Physical Education |
|--|

Name of Person Preparing this Report

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|--------------------|
| Melinda Moneymaker |
|--------------------|

Extension

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|------|
| 1658 |
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Names of Department Members Consulted

| |
|---------------------------------------|
| Professor James Robinson – Dept Chair |
|---------------------------------------|

Name of Reviewers

| |
|-------------------------------|
| Andee Alsip and Michael Mayne |
|-------------------------------|

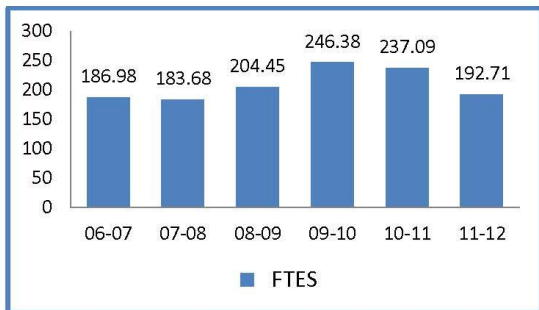
| Work Flow | Due Date | Date Submitted |
|---|--|------------------------------|
| Date of initial meeting with department | Feb 11, 2013 | Feb 5, 2013 |
| Final draft sent to the dean & committee | Feb 28, 2013 | Feb 28, 2013 |
| Report submitted to Program Review Team | March 1 st and 8 th , 2013 | March 8 th , 2013 |
| Meeting with Review Team | March 8, 2013 | |
| Report submitted to Program Review co-chair | March 28, 2013 | |

Staffing

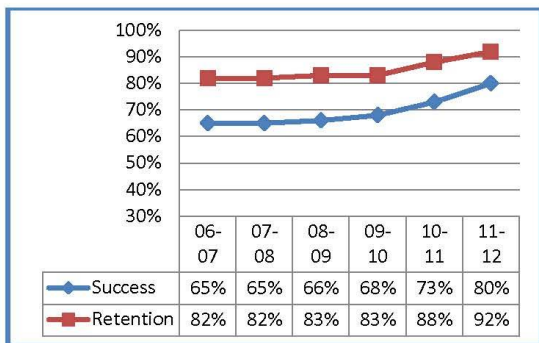
List the number of full and part-time employees in your area.

| Classification | Number Full-Time | Number Part-time, Contract | Number adjunct, short- term, hourly |
|------------------|------------------|-------------------------------|--|
| Managers | | | |
| Faculty | 2 | | 26 (14 active) |
| Classified Staff | | | |
| Total | | | |

Human Services - 2012



| | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|-----------------------|-------|-------|-------|-------|-------|-------|
| Duplicated Enrollment | 2,204 | 2,145 | 2,516 | 3,079 | 2,928 | 2,287 |
| FTEF | 13.93 | 13.88 | 13.60 | 12.62 | 12.89 | 10.62 |
| WSCH per FTEF | 403 | 397 | 453 | 586 | 552 | 544 |



| | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|------------------------|-------|-------|-------|-------|-------|-------|
| Sections | 85 | 87 | 85 | 82 | 82 | 64 |
| % of online enrollment | 0% | 0% | 2% | 4% | 2% | 0% |
| Degrees awarded | 31 | 26 | 28 | 27 | 26 | 22 |
| Certificates awarded | 41 | 42 | 44 | 44 | 33 | 29 |

Description:

The Human Services Department provides four vocational certificates and an AA degree. Enrollment in the program increased from 06/07 to 11/12, with the peak of enrollment in 09/10. Total FTES followed the same pattern with an increase in 11/12 from 06/07, and a peak reached in 09/10. Degrees and certificates awarded have decreased slightly from 31 (degrees) and 42 (total certificates) in 06/07 to 22 (degrees awarded) and 29 (total certificates) in 11/12. Success and retention of our student population shows an increase from 65% success rate in 06/07 to 80% in 11/12, and 82% in 06/07 retention to 92% in 11/12.

Assessment

- This information reflects the budget over three years and the subsequent cutting of course offerings affecting our enrollment, FTES, and awards and certificates.
- With limited and severely cut course offerings, our enrollment of students and FTES which peaked in 09/10, then dropped as access to courses was removed.
- Courses offered in the community, as well as special topic courses, which are designed to give students an introductory overview and current trends in the helping professions and job markets were sacrificed. Our success and retention rates did increase, in part, due to the loss of some students and reduced class size.

Program Goals:

- Provide information and opportunities to students regarding jobs and scholarships, services and resources available to them both on and off campus.
- Attract students to all Human Services Vocational Certificate Programs and the AA degree. Increase the retention and completion rates, and market and promote programs to middle school and high school and others in the community.
- Maintain relationships with our community partners. To foster potential intern sites and employment opportunities for our students and to host at least two agency forums per year, inviting agencies from the community to the college to make presentation regarding their services to students.

Challenges and Opportunities:

- Obvious challenges with cuts in courses and reduction in offerings in the community is focusing only on current certificates and programs.
- The helping professions and vocational certificates are linked to community jobs, and with cut backs in offering our courses have sent some of our agencies who hire our students looking elsewhere.
- At the same time, career colleges were offering crash courses for a high price in specific areas of helping careers. This created an opportunity for us to take a closer look at certificates and degrees, job opportunities related to each, opportunity to update curriculum, and develop transfer opportunities and articulation.

Action Plan:

- In the past few years, we have been able to update our curriculum. Our courses are now reformatted in Curricunet, and many of them prepared for online instruction beginning in 2014.
- While one certificate was eliminated due to lack of job prospects and subsequent low enrollment, another has seen an opportunity to grow as the need for job developing in our area grows.
- With the budget situation taking a turn, we are hopeful to once again to offer courses, partner with agencies who hire, develop specialized courses based on market trends, and create opportunities for intern work experience for our vocational certificate award students.

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

| Strategic Initiative | Institutional Expectations | |
|-----------------------|--|--|
| | Does Not Meet | Meets |
| Part I: Access | | |
| Demographics | The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population | The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations. |
| Pattern of Service | The program's pattern of service is not related to the needs of students. | The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs. |

| Program: Human Services | | Demographics Fall 2009 – Fall 2012 | Campus | |
|----------------------------|-------|---------------------------------------|--------|-------|
| 2.5% | | Asian | 6.2% | |
| 34.7% | | African-American | 20.3% | |
| 42.8% | | Hispanic | 48.6% | |
| 1.3% | | Native American | 1.0% | |
| 0.8% | | Pacific Islander | 0.7% | |
| 16.1% | | White | 21.0% | |
| 1.9% | | Other/Unknown | 2.1% | |
| 70.0% | | Female | 54.6% | |
| 30.0% | | Male | 45.2% | |
| 9.3% | | Disability | 5.4% | |
| Min: | 17 | Age | Min: | 15 |
| Max: | 79 | | Max: | 88 |
| Avg: | 31.95 | | Avg: | 29.47 |

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

The number of Asian students enrolled in the program of Human Services, is 2.5%, compared to the College Campus at 6.2%, African-American students in the program is 34.7%, compared to College Campus at 20.3%, and the number of Hispanic students enrolled in the program is 42.8%, compared to the College Campus at 48.6%, and white students enrolled in the program are at 16.1%, compared to the College Campus at 21.0%. All other areas of ethnicity are within 1% differential. These numbers are not surprising and do reflect the field of Human Services and the helping professions overall. We have a slightly higher percentage of students with a disability in our program, 9.3% compared to the College Campus at 5.4%, this too is reflective of the helping professions as many who enter the vocational programs to help others do so because they themselves have experienced difficulties in life.

The program is still reflecting a population which is overwhelmingly female and does not reflect the college's population in that regard. The disparity of males versus females in the helping field is not a major concern. We continue to address it as best we can. Although the under-representation of males is a vocational and national phenomena, they are underrepresented in this field because of the perceived beliefs that the helping field is mainly for females. A major barrier for men entering the vocational field of helping is the belief that they will not make a comparable living. Our society has men believing that to work in the helping field is mainly for females. There are several trends that may make the field more attractive to males: increased academic requirements for human services positions, resulting in higher salaries. At the state level there is growing talks about parity, making entry level pay in fields like Alcohol/Drugs Counseling the same as Psychiatric Technician and Registered Nurses. The three share similar requirements (i.e. they have approximately the same amount of education (2yrs), they require internships, they must take a state test for certification, they must belong to a professional organization, they must recertify with proof of continuing education, and they must belong and abide by a code of ethics).

The department has increased the advertisement of our classes using male figures on our brochures and placing those advertisements in more diverse settings campus-wide and in the community. We continue to recruit qualified male instructors who can act as role models and mentors to attract male students. Currently we have 8 male instructors and 7 female instructors in the program, most are experts in the fields in which they teach. Former directors of Public Health Dept, Riverside and San Bernardino County Program Administrators, and both locally and nationally recognized treatment and recovery centers, such as Mental Health systems and the Betty Ford Clinic.

We continue to target and reach out to males and other underrepresented groups by inviting them to participate in the Human Services Club and encouraging them to volunteer for offices. The Human Services faculty and staff continue to talk about the issues of underrepresentation of males, Asians and Hispanics in their classes and are aware of the goal of closing this gap. Progress has been made in the area of Hispanic population enrollment, which went from 32.2% to 42.8% in the last 4 years.

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The Human Services Department is open Monday through Friday, although we do not have any full-time

office help in the department nevertheless there is full-time help in the division office. The full-time Professors teach normally from 9:00am to 5:00pm, and 10:00am to 8:00pm. with small breaks in between. We offer classes during the day, afternoons, nights and weekends. We will be offering our first collaborative learning course with the English Dept, in Spring 2014, in which we will pair one of our introductory courses with a lower level English course in alignment with the Student Success Task Force Goals, and the College's own Strategic Plan. We also offer our students more than employment, we show them how to begin a career in the helping professions. In addition, we offer classes in the community. We have had to cut back our sections over the course of the last three years, reflective of all programs at the college, and this in turn effected our course offerings at various county offices in our area and also outside of our area (Ontario TAD office). We are hopeful that we can look to offer some of these courses again, and others, some directly at the county offices and some on-line starting in the Spring of 2014. This should help increase our certificate numbers particularly in case management. Though many of our courses are skill based and require face to face interaction with students, the full time faculty and the department chair reviewed our courses and a total revision and reformatting of courses was completed in curricunet, including the on line format necessary to begin offering some courses on-line. To accommodate the needs of the students, we offer classes at various times particularly on Fridays and Saturdays, for example, we offer several one (1) unit classes on two Saturdays, we offer a two (2) unit class four Fridays and four Saturdays four hours each session. We offer a one (1) unit class on eight (8) Fridays two hour each sessions. These are just a few of the scheduling alternatives we offer to accommodate and to accommodate as many student needs as possible. We accomplish all of this with the consideration that students may take all classes without them overlapping or conflicting when it comes to time.

Part II: Questions Related to Strategic Initiative: Student Success

| Strategic Initiative | Institutional Expectations | |
|--|--|--|
| | Does Not Meet | Meets |
| Part II: Student Success - Rubric | | |
| Data demonstrating achievement of instructional or service success | Program does not provide an adequate <i>analysis</i> of the data provided with respect to relevant program data. | Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes and/or Student Achievement Outcomes | Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy. | Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy. |

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded" on page 3 of this form.)

We have reduced the number of sections for some of our 3-unit core courses to 3 per year, and some only offered every other semester. This again has been a college-wide issue of having to reduce sections during difficult times. Particular loss of 1-unit special classes that appeal to the community, are useful for CEU's to the professionals in the area, and have taken the biggest hit, even though the courses we have managed to keep on have good enrollment. Even though our number of sections and offering of courses has been effected over the past 3 years, our enrollment and WSCH have increased, as well as our success and retention rates. In the school year of 11/12, our success rate was 80%, up from 09/10 68%, and our retention rate for the 11/12 school year was 92%, compared to 09/10 year at 83%. Though some of our enrollment increases were due to students who could not get in other classes due to the cut in sections across the college, our success and retention rates point to the students who are enrolling in certificate and degree programs within the department, completing. This can be attributed to an overall "teamwork" approach, as the department has made a very intended effort to work with counseling and student success center, as well as addressing from a department level advising to our students the importance of educational plans, meeting with a department full time faculty early on, a strong advisory from the department to get enrolled in English courses early on, and utilize all the resources available to them on campus.

Regarding our fill rate, almost all of our sections have the required 20 or more students each semester. What makes us different from other departments is that we have about 20 different 3-unit classes. We offer multiple sections of only 9 of these, the other 11 are offered as single section courses. Other departments may offer 10 sections of one of their courses. Because we offer 4 different Vocational Certificates we need to offer a larger variety of courses to make it possible for our students to complete their certificates. This creates the need for several single section courses which may have 25 students enrolled. We have consistently increased our fill rate, some due to students who could not get classes elsewhere enrolling in our sections, but still in some of our smaller certificate programs we are offering some of these courses only once per year rather than twice per year. This semester, Spring 2013, it looks like our fill rate will be back in line with the college rate.

One thing we would like to point out is that our Work Experience courses are counted into our statistics, which skews our data. The teachers are paid by the student rather than by the number of units (1 lab unit per approximately every 6 students). However, our enrollment statistics are based on 2 units per Work Experience course. We have 4 Work Experience courses per semester or 10 units. To reach the Wsch goal, we would need more than 100 students enrolled, and to reach CAP, we would need about 225 students. However, even if one of our courses has only 6 students, it is not cancelled. Those students are counted into our total number of students in Work Experience and would be equivalent to 1 lab unit, not 2 units. Therefore, the actual number of units varies depending on the total number of students enrolled in all of our Work Experience courses; however, the stats count all 5 courses as normal 2-unit courses. This especially affects our "Fill Rate."

The Department consistently has the one of the highest rates of certificate graduates in the college ranging from 29 to 44 students within the last three years. Our degree completers are also high ranging from 22 to 28 students.

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

| | |
|---|--|
| <p>Job market related to their majors or certificates: (resource: CC Benefits)</p> | <p>Substance Abuse Counselors can work in a variety of areas, i.e. alcohol, tobacco, drugs, or other problems such as gambling and other compulsive disorders. May counsel individuals, families, or groups or engage in prevention programs. We have a reputation for maintaining community partnerships with county and other helping agencies to foster and develop employment opportunities for our students.</p> <p>The Human Services paraprofessionals assist professionals from a wide variety of fields, such as psychology, rehabilitation, or social work, to provide clients services, as well as support for families. May assist social workers with developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse, human relationships, rehabilitation, or adult daycare.</p> |
| <p>Standards in the field</p> | <p>Certification in Alcohol/Drugs Counseling. N/A for Human Services Certificates.</p> |
| <p>Labor and other statistics (national, western states, regional) www.labormarketinfo.edd.ca.gov http://www.calmis.ca.gov/file/indproj/rive\$_highlights.pdf http://www.calmis.ca.gov/file/occproj/rive\$occproj.xls</p> | <p>“The 50 fastest growing occupations anticipate an annual growth rate of 2.4 percent or higher. Thirty percent of the fastest growing occupations are in health or community and social service related fields. Occupations range from home health aides that require less than a high school education and earn \$10 per hour to veterinarians that require a doctoral or professional degree and pay median wages of more than \$37 per hour”, 2010-2020 Riverside and San Bernardino County Labor Market Projections.</p> <p>Occupational Outlook for California 2010-2020 estimated 177 jobs annually in Alcohol and Drug counseling, Human Service</p> |

| | |
|--|--|
| | Assistants, and Community Social Service Specialists. with a 24.2 change in for Alcohol and Drug counselors, 22.3 change for Human Service Assistants, and 13.9 change for Community Social Service specialists. |
|--|--|

Student Learning Outcomes and/or Student Area Outcomes

Demonstrate that your program has continued to make progress on Course Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program's last efficacy report. Describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.).

See [Strategic Initiative 5.1](#)

Student Learning Outcomes for all Human Services classes, certificates and degree have been completed. The department has been in discussion and dialogue over the assessment schedule of all SLO's.

Describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). If your program offers neither a degree nor a certificate, describe how the course SLOs are mapped to the core competencies.

See [Strategic Initiative 5.1](#)

The Department has been in ongoing discussion and continued progression toward the completion of assessment of course, certificate, and degree Student Learning Outcomes. The current timeline is as follows:

Spring / Fall 2013 – projected completion of Alcohol and Drug Certificate SLO's , courses indicated below.

Spring / Fall 2014 – Human Service Certificate, Case Management Certificate, Career Specialist Certificate, and AA in Human Services, courses indicated below.

(Note: many of the courses required for the 2014 schedule of certificates and degree, will be completed in 2013, due to the completion of Alcohol and Drug Certificate requirements.)

Some of the following courses will also indicate deletion, due to curriculum changes made or in progress now. **(Eating Disorder Certificate was deleted)**.

| <u>Courses:</u> | <u>Last Assessed:</u> | | | <u>Next Assessment (3 year cycle):</u> | | |
|-----------------|---------------------------------------|-------|-------|--|-------|-------|
| | 09/10 | 10/11 | 11/12 | 12/13 | 13/14 | 14/15 |
| HUMSV 140 | Not assessed in the last three years. | | | | x | |
| HUMSV 150 | Not currently offered. | | | | | |
| HUMSV 152 | Not currently offered. | | | | | |
| HUMSV 160 | Not assessed in the last three years. | | | Deleted this past year | | |
| HUMSV 165 | Not currently offered. | | | | | |
| HUMSV 166 | Not currently offered. | | | | | |
| HUMSV 167 | Not assessed in the last three years. | | | | X | |
| HUMSV 170 | Not assessed in the last three years. | | | X | | |
| HUMSV 172 | Not assessed in the last three years. | | | | | X |
| HUMSV 173 | Not assessed in the last three years. | | | | X | |
| HUMSV 174 | Not currently offered. | | | | | |
| HUMSV 175 | Not assessed in the last three years. | | | Deleted this past year | | |
| HUMSV 176 | Not assessed in the last three years. | | | Deleted this past year | | |
| HUMSV 178 | Not assessed in the last three years. | | | Deleted this past year | | |
| HUMSV 179 | Not assessed in the last three years. | | | X | | |
| HUMSV 181 | Not assessed in the last three years. | | | X | | |
| HUMSV 182 | Not assessed in the last three years. | | | X | | |
| HUMSV 183 | Not assessed in the last three years. | | | X | | |
| HUMSV 184 | Not assessed in the last three years. | | | X | | |
| HUMSV 186 | Not assessed in the last three years. | | | X | | |
| HUMSV 187 | Not assessed in the last three years. | | | | | X |
| HUMSV 188 | Not assessed in the last three years. | | | X | | |
| HUMSV 189 | Not assessed in the last three years. | | | X | | |
| HUMSV 190 | Not assessed in the last three years. | | | X | | |

| | | | |
|---------------|---------------------------------------|---|---|
| HUMSV 195A | Not assessed in the last three years. | X | |
| HUMSV 195B | Not assessed in the last three years. | | X |
| HUMSV 197A | Not assessed in the last three years. | X | |
| HUMSV 197B | Not assessed in the last three years. | X | |
| HUMSV 198 A-Z | Not assessed in the last three years. | | X |
| HUMSV 205 | Not assessed in the last three years. | | X |
| HUMSV 207 | Not assessed in the last three years. | | X |
| HUMSV 261 A-Z | Not assessed in the last three years. | | X |
| HUMSV 281 A-Z | Not assessed in the last three years. | | X |

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

| Strategic Initiative | Institutional Expectations | |
|---|---|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness - Rubric | | |
| Mission and Purpose | The program does not have a mission, or it does not clearly link with the institutional mission. | The program has a mission, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | <p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into CurricUNET by Oct. 1 may result in an overall recommendation no</p> | <p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or</p> |

| | | |
|--|--------------------------|---|
| | higher than Conditional. | plans are in place to articulate appropriate courses. |
|--|--------------------------|---|

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

The Human Services Department mission is to provide a quality education, excellent service that support a diverse community of learners. We accomplish our mission by providing courses leading to vocational certificate and course work that complies with state and private credentialing organizations and to prepare students for entry level employment in these fields. Our program is accredited by the California Association for Alcohol and Drugs Educators (one of the first of the original three to be so distinguished). At the present time, there are no professional organizations or state requirements in Case Management, Career Specialist. There is a National Organization for Human Services for General Human Services. However, our program far exceeds the minimum requirements for entry level employment in these areas for the County of San Bernardino and other nearby counties. Our target populations are those who have experienced difficulties with the criminal justice department, those in various recovery stages, those from abusive backgrounds, the returning student, those with disabilities and those that are making a career change all of which has a desire to be of service to others. We also target those with special interest (such as nurses and school counselors). We address the issues for some professionals, (MFT, Licensed Psychologists, etc.) when it comes to their requirements for Continuing Education (CEU's)

How does this purpose relate to the college mission?

We continue to target and facilitate our efforts to reach the diverse population in the Inland Empire. We focus on those that feel that college is not an option for them and that they can not succeed in the academic arena. We provide hands on assistance to them until they become comfortable with the college environment. Accomplishing this has been difficult due to the budget cuts and demands on full time faculty in the department. We have seen college resources which at one time provided assistance to this population of students, which does reflect the community population in which the college resides, such as the various uses of the Student Assistant Program, almost become completely eliminated.

The Human Service department sees these challenges as opportunities to engage different community organizations and partnerships, to utilize and engage existing resources on campus, and to continue to provide information and assistance to first year students and those who come to us with disabilities, (including people recovering from substance abuse), the veteran population, those experiencing all forms of posttraumatic stress disorder, (PTSD), for example those who have survived domestic violent situations and gang ruled neighborhoods, and reach out to them in an effort to make college a possibility for all, including many first generation college students to achieve this goal. Whether it is a vocational certificate and a career or transfer to a University we are aligned with the college's mission to serve our community and our students in helping them achieve success.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

The data on core indicators from our Perkins Grant reveal that for the areas of skill attainment, 88.28% for district, compared to 83.58% for state, completion 80% for district compared to 85% for State and employment 77.78% for district, compared to 80.05% for state, we are in line just above or below state levels. The EMP data reveals a slight increase FTEs, enrollment, WSCH levels, retention levels and success rate from 07/08, with only a slight decrease in the amount of degrees awarded in 07/08, to 22 degrees awarded in 11/12.

The greatest difference reflected in the data is in the amount of certificates awarded in 07/08 which was 42, compared to 29 certificates in 11/12. This reduction may be attributed again to the cuts in sections available to students, as well as an increase in tuition and other fees over the past several years. Also a competition from many on-line schools offering counseling certificates. Having to cut our community classes at the county offices definitely impacted our case management certificate awards. Though there has been a decrease in the amount of certificates awarded, those reporting employment and passing of the state exam upon completion of our program have increased in many areas and if not remained consistent.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

The Content Review Summary from Curricunet indicates the program’s current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

The entire curriculum for the department had to be reformatted in curricunet, for the format for course outline had changed since our last submission. This has been an ongoing process over the past year and half as we currently offer 43 different courses in the department. We saw this as an opportunity to update and review our curriculum for currency and adherence to standards in the profession, (such as CAADE Re-accreditation of our Alcohol and Drug program which happened last year, 2012), and course SLO’s. Currently all the curriculum has been updated and reformatted and is now going through the process of tech review, and curriculum committee approval. The numbers of courses have changed, Career Specialist went from HUMSV207, HUMSC147, Aids: Practices, Processes, and Policy went from HUMSV205, to HUMSV145. All special topic courses, HUMSV261A-F, AND HUMSV281A-G, are in the process of being reviewed and re-numbered under 100 level courses.

| | Course | Status | Last Content Review | Next Review Date |
|--|--|---------------|----------------------------|-------------------------|
| | HUMSV140 Case Management in Public Service | Active | In process now | |

| | | | | |
|-----------|---|---------|----------------|------------|
| HUMSV167 | Crisis Intervention, Assessment, Referral, and Evaluation | Active | In process now | |
| HUMSV170 | Introduction to Human Services | Active | In process now | |
| HUMSV172 | Group and Family Dynamics | Active | In process now | |
| HUMSV173 | Helping and Interpersonal Skills | Active | In process now | |
| HUMSV175 | Introduction to Eating Disorders | Deleted | In process now | |
| HUMSV176 | Treatment Modalities for Eating Disorders | Deleted | In process now | |
| HUMSV178 | Medical Aspects of Eating Disorders | Deleted | In process now | |
| HUMSV179 | Legal/Ethical Issues in Human Services | Active | In process now | 10/28/2014 |
| HUMSV181 | Alcohol/Drug Studies: Introduction | Active | In process now | |
| HUMSV182 | Alcohol/Drug Program Modalities | Active | In process now | |
| HUMSV183 | Alcohol/Drug Counseling I | Active | In process now | |
| HUMSV184 | Alcohol/Drug: Counseling II | Active | In process now | |
| HUMSV186 | Alcohol/Drugs in the Family | Active | In process now | |
| HUMSV187 | Adult Children of Alcoholics | Active | In process now | |
| HUMSV188 | Alcohol/Drug: Medical Aspects | Active | In process now | |
| HUMSV189 | Alcohol/Drug: Prevention and Intervention | Active | In process now | |
| HUMSV190 | Drugs: Use and Abuse | Active | In process now | |
| HUMSV195A | Human Services: Intern Seminar I | Active | In process now | |
| HUMSV195B | Human Services Intern Seminar II | Active | In process now | |
| HUMSV197A | Alcohol/Drug: Intern Seminar I | Active | In process now | |
| HUMSV197B | Alcohol/Drug: Intern Seminar II | Active | In process now | |
| HUMSV198A | Alcohol/Drug Work Experience I | Active | In process now | |
| HUMSV198B | Alcohol/Drug Work Experience II | Active | In process now | |

| | | | |
|---|---------|----------------|--|
| HUMSV198C Human Services Certificate Work Experience I | Active | In process now | |
| HUMSV198D Human Services Certificate Work Experience II | Active | In process now | |
| HUMSV198E Career Specialist Work Experience | Active | In process now | |
| HUMSV198F Case Management Work Experience | Active | In process now | |
| HUMSV198G Eating Disorders Work Experience | Deleted | In process now | |
| HUMSV145 AIDS: Practices, Processes, and Policy | Active | In process now | |
| HUMSV147 Career Specialist | Active | In process now | |
| HUMSV261A – F special topic courses | Active | In process now | |
| HUMSV281A – G special topic courses | Active | In process now | |

Articulation and Transfer

| List Courses above 100 where articulation or transfer is not occurring | With CSU | With UC |
|---|----------|---------|
| NA | | |
| | | |
| | | |
| | | |

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

Currently we have an articulation agreement with Cal State Fullerton's Human Services Department to accept our Alcohol/Drug Studies courses as part of their major for the BA degree. We also have an articulation agreement with La Sierra University for our Humsv 170 course as a prerequisite for their Social Work BA degree. There is interest in forming an articulation agreement with Cal State San Bernardino for our Humsv 170 to also meet a prerequisite requirement for the Social Work BA degree. Most of our courses are not eligible for articulation because similar courses are not offered at big universities. However, ALL of our courses transfer to the Cal States as lower division electives applicable to the BA degree. (Our courses are listed on ASSIST—the list recognized by the Cal States and other four year universities as courses that are transferable as lower division electives.)

We are committed to creating a career ladder for our students. Our courses provide education for entry-level employment in the social services field, provide courses for a major for an AA degree in Human

Services, and provide electives toward transfer for a BA degree. The advantage to our students to have courses that are offered here in a career field (but not at the universities) is that they can specialize in a field of interest that can provide the knowledge and skills to become employed, upon completion of a certificate, in their field of interest. This gives them experience in the social service field while at the same time earning units toward their AA and BA degrees. This can be done within the limits of the maximum of transferable units.

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Our program has suffered the budget cuts over the past three years that the entire college has experienced in terms of sections being cut and course offerings being limited. The entire Eating Disorders Certificate was deleted from the program, course numbers HUMSV175, INTRO TO EATING DISORDERS, HUMSV176 Treatment Modalities for Eating Disorders, HUMSV178 Medical Aspects of Eating disorders, and HUMSV198G Eating Disorders Work Experience, due to budget cuts and low enrollment. It was discussed in Advisory Board and looked at in terms of applicable employment opportunities and approved by the Board for deletion. The Career Specialist certificate is being discussed now with our Advisory Board, it has also suffered from the past three years of budget cuts, and having to decide between a course we can get 40 students in, verses a course we may only have 12-15 students who are interested in that certificate. Career Specialist Certificate, however, may have a job market as we are experiencing having to retrain workforce and have the need for job developers. We also have had to suffer to loss of several of our specialized course offerings, trends in the market or special topic courses. This narrows the opportunities for growth and expansion, as trends often predict the wave of future in the helping professions and vocational employment related to them. These specialized courses are now in review by the Advisory Board, and curriculum committee. All other courses in the catalog have been offered at least once a year. We as a department continue to look at course enrollment, speak with our Advisory committee, and work with curriculum in an effort to update our courses and offerings accordingly to standards.

Currency As a vocational program, we are held accountable by our Advisory Boards. We are required to have an Advisory Board, which provides input and oversight to our courses and programs. The Advisory Boards are made up of professionals in the fields of study and are in touch with current trends and needs especially in the workplace. Being current is taken very seriously! Our students' futures depend on it. We have even done our own local survey of employers to find out what they are looking for in employees. Our Alcohol and Drug Studies students need to pass a state required credentialing test to continue employment as alcohol/drug counselors, and are required to recertify with proof of Continuing Education every two years. We have a pass rate of over 85% on this test. In addition, our Alcohol and Drug Studies Program holds accreditation by the California Association for Alcohol and Drug Educators, (CAADE). This is the organization that gives input to the State Alcohol and Drug Programs regarding curriculum and also keeps up with the Federal recommendations found in their TAP 21 publication. Both

James Robinson and Melinda Moneymaker sit on the Board of Directors of this organization. SBVC is considered one of the finest programs in the state. The textbook used in the curriculum for the Alcohol and Drug counseling courses is a TAP 21 publication, which has been edited and contributed to from the board members who teach the courses, including our full time faculty at San Bernardino Valley College. This helps to contribute to preparing our students to take and pass the State Certification exam, upon completion of their certificate in Alcohol and Drug studies here at Valley College. CAADE is also the first of the State certifying agencies to have a tiered system for AOD counselors. This system awards a higher level of certification for students who continue their education to AA, BA, Master's and Doctorate degree level, without having to re-take the state exam. This higher level of certification awards students the opportunity for higher paying employment and varied opportunities in employment in the field of Addiction studies.

Another way we keep current is by hiring professionals in the field in which they will be teaching as part-time faculty. For instance, we have an MD teaching our Medical Aspects course, lawyers teaching our Legal/Ethics courses, the Assistant Director of Riverside County Alcohol/Drug Programs teaching our Intro to Alcohol/Drugs course. Most of our part-time faculty work full-time in their field. These people come with the most up-to-date material available, and they infuse this information into our courses. Our part-time faculty also attend conferences and workshops, such as the CAADE sponsored conference annually each year. This conference provides the most current trends in research and development of techniques and information regarding addictions counseling, state and federal standards in the profession, and continuing education units for those in the field.

Part IV: Planning

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|--|---|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

One major trend has been the change at the state level concerning Alcohol/Drugs Studies programs. Due to the budget concerns of the State, there has been a change in oversight of the Alcohol and Drugs programs, the funding for those programs, and the need for counselors with certification at the highest level. It is reported that state wide programs operating under state standards and receive state funding, requiring counselors to hold state certifications, employ only approximately one-third of their counseling staff in compliance. This has provided continued enrollment in certification programs, as Alcohol and Drug programs continue to hire certified counselors, or demand their counselors seek certification.

Our accreditation through the CAADE organization has been key, as CAADE represents the only State certification agency which also provides Accreditation of college programs, and has a tiered certification for its members encouraging students to continue with their education to the highest levels. Currently the field is seeing an influx of schools who offer on-line, quick and costly certification in the field with no promise of employment. These schools are NOT college accredited programs, and we see many of their students who come back to enroll in our program, because they want to continue their education to a BA or Master's degree. Students who complete our program, their certificate (AOD) and take the state exam, (CATC), currently are being paid \$12-\$22 per hour, but if they continue their education to a BA or Masters level program, and hold a AOD certification, they will see the pay increase accordingly, and through CAADE will receive a higher level of certification without having to take another exam. This trend is an important one as we see Universal Health Care and insurance coverage for those in need of substance abuse treatment come into play, the qualifications for counselors may increase. AOD counselors may well find themselves now working along side medical treatment professionals, as we are seeing an increase in medically assisted treatments. There is even a certification for nurses who want also want to practice AOD counseling. (see table below). Also as state funding may be decreasing, private pay facilities are increasing in the field, especially in our area we are seeing organizations such as Hase and Associates grow from primarily a DUI school, to now include substance abuse treatment, and other offender programs. These types of for profit programs bring in opportunities for students not only to be employed but at a higher rate of pay.

Take It To The Next Level

The CATC Tiered System

In line with our mission to promote and support **quality higher education** in addiction studies, CAADE proudly presents the Certified Addiction Treatment Counselor (CATC) Tiered System. The implementation of a tiered system rewards individuals who have obtained higher degrees from regionally accredited institutions **in addition** to meeting the minimum requirements of the CATC. CAADE maintains the highest certification standards for addiction counselors in the state of California.

Below is the list of requirements for each level of the CATC Tiered System. If you are already a CATC, you may upgrade based on the degree you have earned from a regionally accredited college/university or, if you are applying for initial CATC certification and have met the requirements, you may apply for the CATC which corresponds with your degree level. ([click here for list of regional accrediting organizations](#)).

CATC I

An individual who is a CATC I has completed a CAADE accredited addiction studies program or equivalent at a [regionally accredited college or university](#), has passed the CATC exam, and has completed at least 2,240 hours of supervised work in a state licensed alcohol and other drug treatment facility.

CATC II

An individual who is a CATC II has an **Associate** Degree from a regionally accredited college or university, has completed a CAADE accredited alcohol and drug studies program or equivalent, has passed the CATC exam, and completed at least 2,240 hours of supervised work in a state licensed alcohol and other drug treatment facility.

CATC III

An individual who is a CATC III has a **Bachelor's** Degree in Alcohol and Drug Studies or a related field from a regionally accredited college or university, has completed at least [15 units of CAADE-approved addiction studies or equivalent](#) (including a minimum of two internship courses), has passed the CATC exam, and has completed at least 2,240 hours of supervised work in a state licensed alcohol and other drug treatment facility.

CATC IV

An individual who is a CATC IV has a **Master's** Degree in Alcohol and Drug Studies or a related field from a regionally accredited college or university, has completed at least [15 units of CAADE-approved addiction studies or equivalent](#) (including a minimum of two internship courses), has passed the CATC exam, and has completed at least 2,240 hours of supervised work in a state licensed alcohol and other drug treatment facility.

CATC V

An individual who is a CATC V has a **Doctorate** in a related field from a regionally accredited college or university, has completed at least [15 units of CAADE-approved addiction studies or equivalent](#) (including a minimum of two internship courses), has passed the CATC exam, and has completed at least 2,240 hours of supervised work in a state licensed alcohol and other drug treatment facility.

CATC (I, II, III, IV, V) N

An individual who is a CATC N has a **Nursing** degree in a related field from a regionally accredited college or university, has completed at least 15 units of CAADE-approved addiction studies or equivalent (including a minimum of two internship courses), has passed the CATC exam, and has completed at least 2,240 hours of supervised work in a state licensed alcohol and other drug treatment facility. The individual will have the CATC tier that correlates with their degree level, followed by the letter N.

Another trend that we seen was the transfer of Alcohol and Drug funding to probation and community based settings to accommodate the release of those on parole and probation for Drug offenses in the state of California. Our courses in alcohol and drugs in a criminal justice setting, and our partnerships with the parole, probation and Cal State's re-entry reporting center, have provided and will continue to provide opportunities for students to do internships and work experience, as well as entry level jobs in the field of criminal justice with a alcohol and drug counseling certificate. We are now looking at the State transferring some funding to prevention and working with several coalitions in the area as well as the prevention coordinator here in San Bernardino County, (who is one of our Adjunct Staff in the department), on opportunities for are students to participate in community prevention efforts and possible employment opportunities.

We keep up with the trends and needs of the community and the people that we serve by staying in tone with the community, by actively soliciting information from our excellent part-time faculty (the highest number of PhDs., medical doctors, judges, directors, and community leaders, etc.) than any other AOD program in the state, and by being active members of state boards and attending conferences.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The Human Services Department was founded on the premise of "Helping people to help themselves." Our greatest strength is that we work in the community we seek to help change. As our department chair stated in the last program review report: Human Services department provides numerous services to the students of Valley College. By our very name says it all "WE SERVE PEOPLE". *Following those words here is an updated snap shot of us the year 2013:*

1.) the department acts as a central operations point, directing students to various services on and off campus, to include the Math, English, STAR program EOPS program, SAP program, A&R, Financial Aid DSP&S, Student Success Center, Student Health Center, and a host of others on campus. Off campus we assist students in need by referring them to agencies off campus for jobs, internships, financial assistance, and to other learning institutions. We assist them with various paperwork (i.e., add slips, modification of major forms, information regarding classes, information regarding state certification boards and conferences, information regarding CEU/H, on campus clubs, scholarship information, how to find cheap text just to name a few). We also sponsor several activities on campus, the annual Red Ribbon Week activities, Alcohol Awareness week, during these weeks we provide numerous activities, to include free food, guest speakers and plenty of community involvement, twice year we sponsor Agency Forums (agencies come on campus and talk to students about their program, and job opportunities with their agencies, we normally have 20 to 30 agency representatives at each event) and the good news, several of the presenters are pass students of our program and now they are directors, program managers, supervisors, owners and staff of their organizations. Both full-time faculty are visible at the state level, as Board of Directors for CAADE, California Association for Alcohol/Drugs Educators. Both have been on the board for over 10 years, serving as committee chairs and are active members. With the direction of the full-time faculty, we have assisted students in attending the annual CAADE conference, and over the years we have taken up to 32 students to the conference. We have taken them to San Francisco, Ventura, San Diego, Los Angeles, Palm Springs (we hosted and organized), Orange, Costa Mesa, Sacramento and Primm Nevada to name a few. The funds for these conferences are raised by the students and from donations from our part-time faculty;

2.) Our Partnerships – both in the community and with other programs on campus, serve as a model for our students about the importance of working collaboratively with others and other organizations in order

to achieve a common goal. Each year we partner with the Student Health Center at the Wellness Fair in April, tying in our Alcohol Awareness activities and promoting prevention of substance abuse. This past year we collaborated with Campus Safety and the Safety Fair, bringing speakers on campus and holding booths for agencies in the community. We have participated every year in the Great Teacher's retreat, with our Department Chair having been the main facilitator of the Retreat for the past 3 years, and our other full time faculty in attendance each year to collegially interact and learn from faculty and staff around the campus. We are scheduled to offer through the HACU grant, our first cooperative learning course with the English department in the spring of 2014. Our faculty serve on numerous boards and coalitions through out the county and this provides opportunities for our students to participate in outreach opportunities, research and planning in the areas of alcohol and drug prevention, crime prevention and intervention, and domestic violence prevention to name a few.

3) The Human Services Club/Association is the largest and most active club on campus, with an active membership of over 100 members. The club is involved in all the campus activities, to include student government. Members are involved in club rush, they hold bi-monthly meetings/potlucks, sponsor events, help raise monies for students to attend conferences, assist in feeding the homeless in the community with a local Human Services alumni Pastor J.J. Mack, Music changing lives and afterschool mentoring and tutoring programs. They do service in the community like "the Recovery Happens Events run in both San Bernardino and Riverside county exposing students to agencies and resources and providing them with networking opportunities for gainful employment, again with many directors of these agencies former SBVC Human Service graduates, tying the community of student, alumni, employer, and educator together. One of our full time faculty, was a graduate of the Human Services program in 1995, worked in the community, and now works with students as an instructor in the department. Several of our Adjunct faculty also serve our students in a dual capacity, as they are the CEO's, directors and employers of our students in the community. One of our biggest strengths is that we train and prepare students from the COMMUNITY, to work in the COMMUNITY, and give back to the COMMUNITY.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

Challenges

Lower percentages of male students. As mentioned in our demographics, we have a higher percentage of females taking classes in our department, but this is reflective of the helping professions in general.

Lack of time and staff to accomplish excellence for both the academic and very demanding vocational aspects of the program—with heavy demands for marketing and recruitment, employment needs and trends, career counseling for our students, etc. As a vocational program (in competition with ITT and other private vocational schools), the public expects to receive prompt and accurate information year round. We have been unable to secure funding for a "community liason" position, but are searching for grants which would help provide additional staffing to help with communication to our providers on a more consistent basis, (attending coalition meetings, helping with agency forums, providing immediate response to emails and phone calls, etc).

The main thing that we have been affected by is the same thing that the colleges across the state has been impacted by and that is the normal trends of high/low student population. Salaries for entry level

positions also is a factor, until we reach parity, we will continue to attract students that are in recovery, has a history with the criminal justice department or those from lower social economic status.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

Perkins grant funding has allowed us to upgrade our technology in the department with the purchase of AR clicker system, community work stations, group facilitation equipment, and assessment software, keeping our students current in the types of skills they will need on the job. We continue to maintain and increase visibility in the community by doing Career Fairs at High Schools, presentations to prospective providers, having a atriculation agreement with the Adult Education School, where students who have completed thier peer advocate program can test out and recieve credit for our introduction to case management course. Below is a list of some of our more recent and longstanding partnerships in the community.

Varp, Inc. (Veteran, Men and Women's Treatment Centers)

Mental Health Systems, (Drug Courts and several recovery centers through out the county)

Foothill Aids Project

Salvation Army

MFI Recovery Centers

Riverside County Substance Abuse Programs

Cedar House Recovery Center

U.S. Vets

G.R.I.T. (Gang Reduction Intervention Team)

San Bernardino County Gang Taskforce

San Bernardino County Probation Dept.

Cal State Re entry center for parolees

Inland Valley Recovery Centers

Patton State Hospital

Pomona Valley Hospital

Change Health Care (formerly Hase and Associates)

Job Corp of San Bernardino

Loma Linda University - Prevention Programs and Substance Abuse Programs

Mentor Resource Network

Recovery Happens Outreach events in both San Bernardino and Riverside Counties, serve on planning boards and provide students the annual events each year.

Pastor Mac's feeding the Homeless (3 times a year we help with this event)

The Way Outreach Church – helping the homeless

Lights On After Dark – An after school event sponsored by Music Changing Lives and held at the Redlands Community Center

Family Assistance Program (in both San Bernardino and Redlands, multiple projects) most recently with the GROWE outreach program reaching out to the LBGT population of youth in the streets

Young Visionaries Youth Homeless Shelter

Time for Change Foundation

Veronica's Home for Women with Children

Friday Night Live – Youth Prevention Program

Institute for Public Strategies (helping with Alcohol and Drug and Crime prevention grants by offering students an opportunity to engage in focus groups and data collection efforts in the Community)

These are but a few of our regular partnerships we consistently maintain as opportunities for students to do service learning opportunities, internships and work experience, outreach opportunities for networking and possible employment. We will continue to focus on fostering new and existing partnerships in the community to help bridge the helping profession vocational studies with real life application of skills.

VI: Previous Does Not Meets Categories

Reference your most recent Program Efficacy document, and list below those areas which previously received "Does Not Meet." Then, either describe below how your program has remedied these deficiencies, or, if these areas have been addressed elsewhere in this current document, provide the section where these discussions can be located.