

Career Technical Education (CTE) 2-Year Mini-Review

Deadline: April 13, 2015 (midnight)

Send by e-mail to the Program Review Co-Chair, slillard@valleycollege.edu

Our current efficacy cycle for full review is every four years. However, in order to comply with Title 5 regulations, CTE programs are required to review their programs every two years. To meet this requirement, but also not to over-burden these programs, we have instituted a mini-review between the full efficacy cycles (that is, 2 years following the most recent efficacy report). Your program will be assigned a review team, consisting of Program Review members, who will work with you and provide feedback on your documents as you work through the process. Feel free to call on them or the committee co-chairs at any time.

This review is not designed to be comprehensive, but rather, it is expected to be a 2-year **update** since the last full efficacy report. Specifically, this update should address the following five program components: 1. Purpose, 2. Demand, 3. Quality, 4. External Issues, 5. 2-Year Plan.

Instructions:

For each of the five sections:

1. Mark the checkbox that best identifies where the program stands.
2. Provide a brief supporting narrative. Within each section there are examples related to that particular area, which could serve to help describe your program status. It is not necessary to address every item listed; these are included as possible examples. If you have other relevant information pertaining to a given area, then you are encouraged to include that as well.

The purpose of this report is a mid-term update in order to comply with Title 5, therefore, the page length should be in the range of 2 – 3 pages. The boxes for each section are expandable; take the space needed for each section. Keep in mind that this report is an **update** of the previous 2 years, rather than a comprehensive analysis.

CAREER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

Date: 3/25/2015

College: San Bernardino Valley College

Program: Corrections

1. Purpose of this Program

No Changes in Purpose
in the Last Two Years

☒

Minor Changes in Purpose
in the Last Two Years

☐☐

Significantly Changed Purpose
In the Last Two Years

☐☐

(Provide update since last full efficacy review; examples include description, mission, target population, etc.)

The Corrections Department strives to provide our students with the legal, ethical and educational background necessary to pursue a career in a corrections-related field."

The certificate is designed for students considering a career as a correctional officer, youth correctional counselor, jailer, or those already employed seeking advancement in their career. The certificate is constructed to provide the students with a fundamental understanding of the correctional systems, the legal aspects of corrections, control and supervision, correctional interviewing and counseling, gangs and disruptive groups in corrections and finally, probation and parole concepts in corrections. The student demographics confirm the program's access and inclusion of a diverse community of learners. By providing a vocational pathway leading to higher-paying employment or advancement for those already employed in the field supported by this certificate, any student increases his/her chances of obtaining employment with this career technical training.

2. Demand for this Program

Low Demand

☐

Adequate Demand
for our Students

☐☒

High Demand

☐☐

(Provide update since last full efficacy review; examples include labor market data, advisory input, etc.)

According to the State of California, Employment Development Department's latest 2012 labor market report, the Occupational Projections of Employment for 2012 -2022 (also called "outlook" or "demand") for correctional officers and jailers shows a statewide estimated employment of 37,300 with a projected employment of 39,600; an increase of 2300 (6.2%). More specifically in the Inland Empire Area, the estimated employment is 4750 officer/jailers with a projected growth to 4,990 officer/jailers. Additionally, there will be 960 additional openings due to net replacement. Further growth in this area is assured with the new construction and opening of a large jail in Riverside County and another large jail in the Adelanto area of San Bernardino County. AB109 legislation reallocating thousands of state prisoners to county control and the legislative changes to the Penal Code which mandates no more prison sentences for those convicted of nonviolent-specific offenses, will require more local correctional officers/jailers. Employers will be looking for qualified candidates who have demonstrated a desire to continue their education. The full impact of the prison reallocation legislation will not be known for several years.

3. Quality of this Program

Needs Significant
Improvement

☐

Meets Student Needs

☐☐

Highest Quality

☐☒

(Provide update since last full efficacy review; examples include core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)

100% of all corrections courses have SLOs and are assessed each semester the course is taught. We have just completed the first three-year cycle. Each school year, all involved faculty (who are all subject matter experts and many are still employed in their fields of expertise) meet and discuss SLO revisions, assessment revisions, and program concerns. The faculty represent a diverse cross section of the college population; female, male, white, Hispanic and black faculty teach in this program. Specifically, because each course is assessed each semester, trends or concerns are uncovered rather quickly. Such concerns in the assessments of one course discovered a poorly prepared instructor who presented stellar qualifications but did not effectively convey the course material to the students. The replacement instructor was much more effective and the SLO assessment scores improved.

Additionally, the Introduction to Corrections course and SLOs has been vetted through C-ID for inclusion in the Administration of Justice TMC for CSU transfer statewide.

The latest advisory group meeting was held on 2/23/2015. SLOs and content were discussed and minor changes were made to one of the corrections courses.

4. External Issues

Not Consistent with
External Issues

☐

Complies with External Issues

☐
☒

Benefits From and Contributes
to External Issues

☐
☐

(Provide update since last full efficacy review; examples include legislation, CCCCO mandates, Perkins, CTE transition, CalWORKs, WIOA, Career Ladders, etc.)

This program does not use Perkins funding and has no budget. The value of having content experts as faculty enables them to use their working positions to secure locations for field trips in real-world settings. A real budget might provide a financial avenue to provide buses or other suitable transportation for students to use other than their own transportation.

An external issue that cannot be controlled by a college education is prior life decisions. All job candidates, no matter how well they do at any college level or with any degree, must still pass rigid hiring standards including: a background investigation including credit management, prior drug usage and testing, polygraph, extensive medical and physical agility testing, and completion of an agency's statewide-mandated training prior to full employment. This is unique to any other CTE fields. It is impossible to track graduating students once they leave this campus and the information from the Chancellor's Office is incomplete or lacking.. Knowing this, the program continues with high academic rigor to help student success in moving to the university level and completing a degree in law enforcement-related fields such as law, paralegal, or criminology to name a few.

5. Cost of this Program

Expenditures
Exceed Income

☐
☐

Income Covers
Expenditures

☒

Income Exceeds
Expenditures

☐
☐

(Provide update since last full efficacy review; examples include enrollment/FTEs generated & in-kind contributions of time/resources minus salaries/equipment/supplies, etc.)

Per the 2014 Corrections EMP, the program generates approximately 22.50 FTEs with the WSCH per FTEF consistently above 560 over the past five years. The FTEF remains at 1.20 but the program has no full-time faculty. Department Chair handles all schedules, evaluations, etc.

6. Two-Year Plan

Need Significant Changes

On Track for

Significant Growth

And/or Increased Resources to Continue	Next Two Years			Anticipated
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>(Provide update since last full efficacy review; examples include recommendations, project future trends, personnel and equipment needs, etc.)</p> <p>The program shows steady improvement in success and retention. I am continually assessing whether there should be prerequisites or a course progression requirement to permit the later priority groups the ability to register for the classes. Because they fill so quickly with the first priority group, it makes it significantly more difficult for continuing program students or new high school graduates to get in.</p> <p>2014 EMP shows retention rate at 94% and success at 74%. Both are at statewide levels for similar programs with the data from the 2013-2014 CCCCCO correction TOP code (210510) showing a statewide success rate of 76.3% and a statewide retention rate of 91.98%.</p>				

Signatures:

Administrator

Date

Faculty

Date

Advisory Committee Member

Date