

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

Deadline: April 13, 2015 (midnight), by e-mail to the Program Review Co-Chair.

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: April 13, 2015

College: San Bernardino Valley College

Program: Human Service Dept

1. Purpose of this Program

No Changes in Purpose
in the Last Two Years

☐

X

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 Human Services department serves over approximately 750 students directly each year, and has over 35 sections devoted to 4 vocational certificates and an AA Degree in Human Services each semester. We have over 60 partnerships with organizations in the community where we set up internships and work experience for our students which result in employment. On average we graduate over 50 students a year with either an AA degree in Human Services, one of our vocational certificates or both. Surveying our graduates from 2009 to 2013, a sample study done by our department confirms that 68% are working in the field of substance abuse, case management and other related social service and human service fields or have transferred to further their education. Our program continues to be strong in terms of completions, retentions and graduates either finding employment, transferring on to higher education of both, in spite of budget cuts, section cuts, and working with only 2 full-time Faculty when there is a faculty load for four. In addition to our faculty load, both full time Faculty serve on several Executive and Advisory boards, including active leadership and participation in the CTA Union Executive Board and the California Alcohol and Drug Educator , (CAADE), Executive Board. We also visit a minimum of 32 partner agencies per semester, for our work experience and intern course students, participate in community activities, and advise 4 clubs currently on campus. We have over 25 adjuncts teaching in our department who help us to serve our students, many established and highly regarded professionals working in the fields of Social Services, Human Services and Chemical Dependency treatment. Our own Advisory Board for college CTE programs meets 2 times a year, and we do Perkins funding. In addition to our vocational coursework each certificate holds approximately 12 units of general education, and our AA degree the full 60 units required of general education. We encourage our students to get started right away on these requirements, and try our best to acclimate them to the resources on campus, the student success center and student health center included. We are committed to the mission and vision of the college, the community we are based in, and to the students we serve.

2. Demand for this Program

Low Demand

☐☐

Adequate Demand
for our Students

☐☐

High Demand

X

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

	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	3,079	2,928	2,287	2,296	2,121
FTEF	12.62	12.89	10.62	10.43	10.32
WSCH per FTEF	586	552	544	544	523

Assessment of EMP data 2014

Faculty load, FTEF and WSCH/FTEF demonstrates the urgent need for at least two (2) additional full time faculty.

Efficiency rates remain high despite the cut in sections due to budget.

FTES has remained the same over the past three years.

Success rates have improved nearly 10% since 09-10.

Retention rates continues to improve by 12% since 09-10.

Our on line course section decrease to 0 however we will be offering at least one on line courses beginning 14-15. As of Spring 2015, 2 sections are being offered on line and / or in Hybrid format, with an additional planned for Fall 2015.

	09-10	10-11	11-12	12-13	13-14
Sections	82	82	64	63	64
% of online enrollment	4%	2%	0%	0%	0%
Degrees awarded	27	26	22	24	33
Certificates awarded	44	33	29	37	41

3. Quality of this Program

Needs Significant Improvement

Meets Student Needs

Highest Quality

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☐
☐
☐

X

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

All Human Service Certificates and coursework are career ladder for Social Service Clinicians such as Marriage and Family Therapists, Lic.Clinical Social Workers, Human Services BA degree, and Addictions Counseling Degrees.

All courses are transferable to Cal State and UC systems. Alcohol and Drug Counseling Certificate is accredited through CAADE, California Alcohol and Drug Educators, one of the top agencies in the State and the only one which supports higher education with a tiered system of certification for BA, MA and Ph.D degrees, which aligns with NAADAC a National Certification. Industry standards for Behavioral Health disorders now include substance abuse which will increase parity with other types of counseling fields such as those mentioned above, and the level of pay and job opportunities in field of Chemical Dependency.

4. External Issues

Not Consistent with External Issues

Complies with External Issues

Benefits From and Contributes to External Issues

☐
☐
☐
☐

X

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

As mentioned above we are aligning our programs with industry standards and mandates from

our accreditation agency. We also receive Perkins funding and are above the state levels each year per core indicator information in regards to skill attainment and completions, and just 1% below on persistence and transfer. Input from our Advisory board, which meets regularly twice a year, called for the need to assess changes in industry standards due to Universal HealthCare Act and the merging of behavioral health fields. We were able to secure a professional expert to help us research and gather data on training and job market trends and outcome assessment of the department. We hold successful agency forums twice a year on campus where we invite some of our over 60 partner agencies in the community to come on campus and present to our work experience students intern and job opportunity information.

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.)

EMP data included above indicates the need for at least two more full time faculty. At present the department has two with a faculty load to support at least four. One of our full time faculty will be retiring at the end of Spring semester 2015. At that point, over 85% of our courses will be taught by Adjunct faculty.

6. Two-Year Plan

Need Significant Changes
And/or Increased Resources
to Continue

☐
☐

On Track for
Next Two Years

X

Significant Growth
Anticipated

☐
☐

(Provide update since last full efficacy review; examples include recommendations, project future trends, personnel and equipment needs, etc.)

Department Goals:

To hire at least one more full time faculty.

To increase the number of sections offered for core classes in the Vocational Educational Certificate programs.

To offer at least one class on line. (completed, offering 3 as of Fall 2015).

Resume our offerings of classes offered in the community. (completed, offering our first course at the county TAD office in last five years in the Fall of 2015).

To develop a Peer Support Certificate based on the changing trends in the work force.

Develop a Mental Health/Behavioral Health Certificate as a result of the changes in the relationship between Mental Health and Addiction and the distribution of monies in the next five years.

Continue linking Vocational Educational Certificates to jobs existing in the community.

To continue to explore new opportunities to develop new Vocational Educational Certificates for future jobs.

To continue offering up to date topics e.g. Human Trafficking, Sickle Cell traits, Infectious Diseases, and Family Violence/Spousal Abuse.

To develop and implement strategies to continue to improve retention and success rates.

Action Plan: We will be updating courses through curriculum to increase the number of units for our Co-Occurring Disorders class from two units to three units per CAADE standards.

We will look into the possibility of developing a Peer Support Specialist Certificate and a Mental/Behavioral Health Certificate to meet the upcoming needs in the field of addiction.

Signatures:

Administrator

Date

Faculty

Date

Advisory Committee Member

Date