

Long Beach City College
Public Services Department

Department Plan 2011

Mission

The Public Services Department mission is to prepare students using applicable educational tools from industry and to promote a quality learning environment for Homeland Security, Firefighting, Police, and Human Services careers within the public and private sectors of Public Services. The Public Services instructional staff provides students with the educational tools to obtain the necessary knowledge to become employed in the Fire Fighters, Police Officers, Homeland Security, and Human Services positions.

The Public Services program vision, in conjunction with the Long Beach City College vision, is to strive to become the premier Community College for public safety and health services careers.

The Fire Science Program has a success percentage rate of from 75 to 95%, which indicates a highly successful ability in preparing the students to achieve outcomes. The Fire Service, Police Departments, Human Services and Homeland Security industries in California is experiencing an unprecedented increase of service careers due to attrition and expansion of services. A recent survey from the Chancellors Office indicated that approximately 27% of Public Services will be hiring new employees within the next three to five years. The need for quality Public Services education is critical to the industry.

Description

1. The Public Services program vision, in conjunction with the Long Beach City College vision, is to strive to become the premier Community College for public safety and health services careers.
2. The Fire Science Program has a success percentage rate of from 75 to 95%, which indicates an overeagerly ability in preparing the students to achieve outcomes. The Fire Service, Police Departments, Human Services and Homeland Security industries in California is experiencing an unprecedented increase of service careers due to attrition and expansion of services. A recent survey from the Chancellors Office indicated that approximately 27% of Public Services will be hiring new employees within the next three to five years. The need for quality Public Services education is critical to the industry.
3. The Administration of Justice Program:

Mission: The Administration of Justice program is a comprehensive offering of courses created and designed for the purpose of educating and training diverse groups of students who aspire for careers in the Criminal Justice System. The program provides both certificates of completion and degrees that reflect our student's level of educational preparedness for entry level opportunities in Law Enforcement, Corrections and the Courts. Students are expected to successfully develop

college level skills and knowledge in furtherance of transferring to other four year institutions of higher learning and successful careers in criminal Justice.

Description: The program strives to provide students with real world, contemporary knowledge and the most technological innovations in the field of Criminal Justice.

Summary of Access: Both traditional and non-traditional methods of instruction are employed in the delivery of instructional material.

Productivity & Effectiveness: The LBCC Administration of Justice program is recognized as one of the finest Criminal Justice programs within the entire California State Community college System.

The Administration of Justice program enrollment continues to be one of the largest disciplines within the college. The 2010-2011 enrollment data reflects an over 800 student population each successive semester. For the first time in the history of the program 53% of those students are female. The student population continues to increase at approximately 12.5%, however the number of courses offered have decreased from 24 to 21 during the past year due to budgetary constraints. The program awarded 111 degree/certificates, (AA Degree 54), (30-60unit 32) and (6-18 unit 25). The program success rate is 85%, rate of student retention is 76% and completion rate is 72%. A large percentage of students have work related issues that impact these percentages. The Fall 2010 data reflects an average class size of 53.3 students, total FTEF of 6.77, WSCH of 5972 and program load of 882. Comparatively speaking, the average Liberal Arts load is 576. These statistics reflect a strong and viable Administration of Justice program. Although "course assessment" statistics have been collected for a short period of time, they reflect an 87% average student success rate indicating a positive correlation between classroom instruction and student learning.

Internal Conditions: A number of conditions have impacted the Administration of Justice program: 1) The Department has only one full-time faculty who is responsible to teach a full load and also fulfill all of the additional administrative responsibilities required of the program. (Course objectives, course/ program SLO's, course curriculum and program review etc.) 2) Currently there are an additional 14 adjunct faculty who work full time within the Criminal Justice System and have little impact on the administrative work required. 3) As the only full-time instructor, additional time is required to maintain and facilitate critical relationships with agencies closely associated with our program. 4) The consistently high number of students attending our program requires the availability of courses needed to complete their degree. Unless we can provide those courses, students will seek the availability of those courses elsewhere.

External Condition: The Administration of Justice program is in compliance with all course Regulatory/Legislative curriculum requirements mandated by the State Chancellor's office and is monitoring the most recent recommendations by the State IMPACT report on Criminal Justice education.

External Condition - Grants Available: The Administration of Justice program, as part of the LBCC Career Technical Education area is provided with the opportunity to apply for Grant related financial assistance. Funding through VETA has been limited, if available at all.

External Condition - Industry & Labor Market Trends: The Administration of Justice program is closely associated with Criminal Justice agencies at the local, State and Federal levels. The program routinely receives up-dated agency employment requirements and receives requests for agency recruiters to visit our classes and provide the most recent hiring information.

External Conditions - Other: A number of students are returning to LBCC from CSULB due to fee increases and unavailability of required courses. Due to the economic downturn, hiring within the Criminal Justice System is temporarily at a slower pace. This current situation will ultimately create an even greater hiring opportunity as the economy improves. The California State Community Colleges remain the most sought after educational preparation for prospective Criminal Justice System applicants.

Faculty & Staff: The Administration of Justice program employs one full-time faculty and fourteen part-time adjunct faculty.

Names & Titles of Program

Review Participants: Grant G. Boyer: Professor, Administration of Justice 2010

Accomplishments:

The Administration of Justice Program Accomplishments:

- 1) Completed (26) course objectives, SLO's, assessment evaluative examination instruments.
- 2) Administered selected course assessments, compiled, analyzed and submitted assessment data to TracDat.
- 3.) The LBCC "Sigma Pi" chapter of the American Criminal Justice Association successfully competed at both the State and National conferences gaining recognition for both the club and college.
- 4) Initiated a new "Homeland Security" sequence of courses.
- 5) LBCC students successfully competed in the Long Beach Police Department: Chief of Police for a Day competition between LBCC, CSULB and LBUSD gaining recognition individually and for the college.
- 6) Initiated new courses of instruction within the Administration of Justice program.
- 7) Received special award publication, from the Federal Bureau of Investigation for "Law Enforcement Bulletin: Notable Speech" and related community presentation, gaining program and college recognition.
- 8) Purchased ACJA display cabinet for State and National competition trophies and awards.

Goal: Hire an additional full-time instructor within the Administration of Justice Program.

A full time faculty member is needed in the Administration of Justice program.

Year: 2011-2012

Start Date: 01/12/2012

End Date: 06/29/2012

Goal Status: NEW for 2011-2012

Goal Priority: High

Rationale: The Administration of Justice program full time faculty has been reduced by retirement. The program mandates (2) full-time faculty based upon program size and student population.

Strategies: The Administration of Justice program will work closely with Human Resources in developing criteria in soliciting a new faculty member with desirable qualifications.

Responsible Parties: Grant Boyer and related interview and hiring committee members.

Campus supported by this goal: Both
Specify if goal is for department or sub-area: Department/Program
Other Area(s) impacted by this goal: Professional Development
Level of Support Needed: School and VP

Goal: Institutional / Program Effectiveness: Continued emphasis on SLO's and course assessment data

Year: 2011-2012
Start Date: 01/12/2012
End Date: 06/30/2012
Goal Status: NEW for 2011-2012
Goal Priority: High

Rationale: The Administration of Justice program must insure the highest degree of instructional credibility for its students.

Strategies: Course assessment / SLO testing will continue and the resulting data will be collected, analyzed, and submitted to tracdat.

Responsible Parties: Grant Boyer, Beverly Curl and related adjunct faculty.

Campus supported by this goal: Both
Specify if goal is for department or sub-area: Department/ Program
Name of sub-area, if applicable: Educational Pathway
Level of Support Needed: Department/program

Related Resources Needed: Faculty time of department, Instructors and tracdat coordinator

Description: Instructors will continue to administer related slo/assessment exams and collect the data for submission to tracdat coordinator.

Goal: Increase academic articulation between the LBCC Administration of Justice program and CSULB, CSULA and LBUSD.

The need for a seamless transfer for students entering the LBCC Administration of Justice program and successfully transferring to institutions of higher learning continues to be a critical issue.

Year: 2011-2012
Start Date: 01/12/2012
Goal Status: Continuing
Goal Priority: High

Rationale: Articulation agreements between educational institutions facilitate the ease of student transfers in continuing their educational pursuits.

Strategies: The Administration of Justice program will work with the LBCC articulation office and similar representatives from CSULB, CSULA and LBUSD.

Responsible Parties: Grant G. Boyer, Trevor Rodriguez and related school personnel

Campus supported by this goal: Both
Specify if goal is for department or sub-area: Department/ Program
Level of Support Needed: School or Articulation

Related Resources Needed: Faculty time of Program/Articulation personnel

Goal: Review California State IMPAC recommendations and revise Administration of Justice curriculum accordingly.

The recently completed IMPAC study and recommendations focus on statewide Administration of Justice course curriculum. These recommendations must be reviewed for implementation into the LBCC ADJUS program.

Year: 2011-2012
Start Date: 01/12/2012
End Date: 08/20/2012
Goal Status: In Progress
Goal Priority: Medium

Rationale: The IMPAC study recommendations are designed to standardize ADJUS programs throughout the State.

Strategies: The IMPAC study recommendations will be evaluated for implementation.

Responsible Parties: Grant Boyer and related ADJUS adjunct faculty

Campus supported by this goal: Both

Specify if goal is for department or sub-area: Department/ Program

Related Resources Needed: Faculty Time

Description: Faculty time required to review IMPAC study and feasibility of implementation.

Goal: Increase LBCC student enrollment in the LBPD “Citizen Police Academy”

This program was developed by LBCC faculty to encourage students and other citizens of the community to learn about the policies, procedures and processes of the LBPD. Special enrollment consideration was agreed upon for all students currently attending LBCC.

Year: 2011 - 2012
Start Date: 01/12/2012
End Date: 08/20/2012
Goal Status: In Progress
Goal Priority: Medium

Rationale: This 13 week program, taught by content experts of the LBPD, provides tremendous insight to both citizens of the community and LBCC students contemplating careers in criminal justice. It also provides students with the opportunity to interact with career area professionals

Strategies: Program schedules and content will be shared by instructors throughout the ADJUS program encouraging student participation.

Responsible Parties: Grant G. Boyer and related adjunct faculty

Campus supported by this goal: Both

Specify if goal is for department or sub-area: Department/ Program

Related Resources Needed: Faculty Time

Description: Opportunity for faculty to develop awareness of program content and related dates of and location of scheduled classes.

Goal: PLO Assessment

We need to formalize our program level outcomes and then complete a mail survey of past students to assess our program level goals.

Year: 2011-2012
Start Date: 01/12/2012
End Date: 08/20/2012
Goal Status: New
Goal Priority: High

Rationale: The Administration of Justice program needs to assess program level goals for both our own edification as well as accreditation purposes.

Strategies: Review our past informal assessment questions and formalizes our PLOs.

Design and complete the survey, compile and analyze the results

Responsible Parties: Grant G. Boyer and related adjunct faculty

Campus supported by this goal: Both

Specify if goal is for department or sub-area: Department/ Program

Related Resources Needed: Instructor time

Goal: Insuring ADJUS program goals are consistent with LBCC college wide goals. It is imperative that ADJUS program goals define and support those of the college. The ADJUS program mission is consistent with the college in promoting and providing equitable student learning and achievement, academic excellence and workforce development. The ADJUS program accomplishes these goals through high quality educational instruction and support services.

4. Human Services Programs

Below is the program review for the Alcohol & Drug Studies program. This report will include the 5 topic headings:

- Enrollment Patterns
- Achievement Data
- Staffing
- Program/Class SLOs
- Department Goals

Enrollment Patterns:

Overall enrollment patterns for the Alcohol & Drug Studies (ADS) program remains consistent. This past semester, every course was filled with a waiting list that ranged from 3 to 20. In the Fall 2010 semester, the overall HS/ADS program had 21 course offerings; these courses had a total of 921 students. Since the ADS program accounts for 66% of total student enrollment, this amounts to 614 student enrollments of the total of 921 total enrollment. Demand for ADS classes remains strong. The total FTES for the ADS classes during the last 4 years was 589, which averages about 148 FTES for ADS classes. Total HS/ADS FTES for these same 4 years was 884 total. The total Public Services Department FTES over the past 3 years averaged 870 per year. This amounts to approximately 20% of total FTES during this same period.

Overall completion/success rates for the past four years remains consistent, with a slight increase in the past two years. Despite reduction of class offerings of approximately 18% during the past 3 semesters, demand for ADS classes is still strong. Completion, success rates for ADS classes varies widely. HS 45 class, for example, has had a retention rate as low as 49%. This class has been revised recently, due to dropping attendance. Emphasis has been placed on the following:

- Reducing papers from 8 to 5 per semester
- Providing students with specific scoring rubric covering each paragraph of the paper
- Sample student papers for students to practice scoring, to become better able to understand how scoring occurs. Students report liking this new approach. We will know more at the end of this semester.

With an overall reduction of total class offerings in recent semesters, completion rates can be expected to stay at same level or actually increase. Highest overall completion rates occur in HS 48, especially in Fall semester of each year. This is due largely to the fact that one of the two

founding members of our Certification Board (CAADE) still teaches this class. The newest person to also teach this course has “similar” high retention rates.

Work experience completion rates have increased in the last 2 years. Much of this is due to the fact that the total number of student offerings for HS/ADS classes has been reduced from 75 to 35 per semester. Both the HS/ADS programs require 75 to 80 seats in work experience per semester to keep up with the total number of Career Certificates offered in the past. Career Certificates for ADS students in 08/09 were 27; 46 in 09/10 and down to 17 in 10/11. Similar certificate numbers for HS students ... 22 in 08/09; 40 in 09/10 and 13 in 10/11. Combining these two groups of Career Certificates, we can state that in 08/09 student needs were for a total of at least 100 course offerings needed that year. In 09/10 we needed over 165 work experience course offerings for students to keep up with the student demand.

Student retention rates for work experience courses can expect to remain at a very high level. In one work experience class offered in the Spring 2011 semester 22 of the 25 work experience students successfully completed this course.

Achievement Data:

ADS students make up 65% of the total number of HS/ADS student population. They make up one third of all A.A. Degrees given each year in this program. This is largely due to the fact that this population includes three very important qualities:

- Over 80% of these students are themselves in recovery from Alcohol or other drugs.
- Just over 50% of these students have a mental illness or disorder that often requires strong antipsychotic drugs to maintain near normal/normal behavior.
- Approximately 60% of new incoming students are coming to our program as convicted felons. These convicted felons bring less college ready skills such as reading, writing, concentration and ability to set challenging goals.

As a result of these new trends it will be difficult to expect an increase in A.A. Degree in a reasonable time frame. Last year I reviewed program overall reading and writing skill level. Almost 60% of students functioned at the 3rd grade level for reading and writing. Younger students in this program benefit from remedial services. Older students experience much less overall success, as reported by our Reading Instructors. Many of these same students, however, are able to successfully complete their Career Certificates, pass their CAADE certification test and gain employment in the community. Our program goal is to double the number of A.A. Degrees given to ADS students from 7 awarded in 10/11 to 14 per year within the next three years. Although the goal is modest, it takes a lot for our students to pass the math portion of the general education requirements to graduate with an A.A. Degree. An increasing number of students who were certified by one of the other 8 certification boards in California are returning to school to get their degree.

There are a total of 9 Certification Boards in California that lead to Certification as Alcohol & Drug Counselors. The overall supervision of these 9 boards is allocated to the Department of Alcohol & Other Drugs (AOD) in Sacramento. This certification board requires all programs to provide a minimum level of the following:

- A minimum level of education (a minimum of 340 classroom hours; our program requires a minimum of 600 classroom hours).
- At least 240 hours of volunteer/paid work as part of work experience course offerings in the program. I will discuss this issue shortly.
- A total of 2280 total volunteer/paid hours plus passing a certification test upon completion of the coursework.

Due to cutbacks in work experience course offerings students are now doing one of three options:

- Taking a similar course at another approved community college ... Cypress and East Los Angeles Community Colleges are most often used.
- Take a course substitution plus complete at least 125 hours for each course substitution 3 unit course student takes. This process is new and is still confusing to some students.
- Dropping out of the program due to funding cuts from their primary funding sources ... Parole & Probation Officers, Vocational Rehabilitation providers and our own funding sources.

Since some students are unable to get the 12 units needed for maximum funding, they are being forced to drop out of school due to the excessive costs of staying in college. Many are moving to less expensive outlying areas, which makes commuting to Long Beach a major challenge.

Staffing Patterns:

Program consists of one full time instructor that teaches ADS courses only. The rest of our course offerings are taught by part time instructors. The last 3 instructors hired have “strong” experience working with ADS clients in the community. One of the 3 serves on our Certification Board ... the California Association of Alcohol & Drug Educators (CAADE); he has his MSW Degree from UCLA. Another instructor is the new Clinical Director for the largest program serving ADS clients in Long Beach. That facility is the Substance Abuse Foundation (SAF). Up until recently they, alone, employed over 20 of our former students, supplying them with full time employment. The third new instructor is a former LBCC student who, herself, was just getting sober when she started back to school here. She now has her MSW Degree from CSULB and teaches graduate courses in social work at both CSULA and CSULDH. Her interpersonal interaction skills are superb. Most new course offerings developed by this program will require persons with strong clinical and subject matter specific experience. These 3 new staff members can teach most new courses we develop.

Any additional new hires will have to combine their teaching skills with these additional abilities:

- The ability to deal with an increasing number of behaviorally/classroom disruptive behavioral problems
- The ability to keep the class under control ... recently I have had to get involved with 2 instructors who had difficulty maintaining control in the classroom
- The ability to assess when a student is unable to benefit from a college education due to interfering mental illness/disturbances that prevent them from learning and remaining quite enough to allow other students to learn.

- The ability to identify when students are under the influence of alcohol/drugs and remove them from the classroom and refer them to the Dean of Student Services.

The number of issues involving instructor involvement in the classroom is on the rise. With the State Department of Corrections releasing over 23,000 prisoners in California in the next several months, we can anticipate these issues to be with us in the near future. When we have strong instructors in the classroom these issues are minimal or they don't exist at all.

Program/Class Student Learning Outcomes:

We currently offer 21 courses total in the HS/ADS programs. Each individual course has 2 or 3 SLO objectives. Each course has critical thinking skills that are designed to assist students to better understand difficult material. Each instructor is required to include these SLO objectives on their course Syllabus. This material is to be integrated into the course content. At the end of each semester each instructor conducts a post-test evaluation for these objectives. Test questions consist of 5 multiple choice questions for each SLO. Instructor provides full time faculty with the scantrons, analyzing the number of correct/incorrect responses for each question. The five questions for each SLO will be preceded by the SLO itself being identified first.

The program SLO objectives for the ADS program include two issues that are important skills needed to be successful in working in this field. These two issues are:

- Develop a psychosocial treatment plan for a client.
- Synthesize the theories and principles of drug and alcohol clinical evaluation, treatment planning, referral, service coordination, counseling, documentation and professional/ethical responsibilities.

The second of these two SLO objectives involves being evaluated by the % of students who pass the CAADE test. Students must pass this test in order to become certified by CAADE and work in this field. The full time instructor is a Vice President of CAADE and serves on the certification committee that develops this CAADE test. This test is the most comprehensive, reliable and predictive tool of its kind of all of the 9 Certification Boards. The total cost of getting this test to this point has been over \$400,000. Students who are unable to pass our certification test, which is about 25%, take a certification test by another certification board and have little trouble passing their test. Statewide each CAADE test averages passing 70% of those who take it. So far we have been lucky; our overall pass rate is 75% over the past 4 years.

Bev Curl, our SLO officer said, in part, about our SLO information:

“The data collected so far is based on the development of treatment plans and successful passing of the certification test. The results show, that while success rate is satisfactory, the pass rate on the State test is dropping.” This is mainly due to the newer incoming students to our program ... more prison time, less reading, writing and math skills than past students. More emphasis on writing assignments in each of the core courses is currently being required.

Department Plan:

Most department plan objectives center on the need for capital outlay and the addition for a new faculty for a new faculty member for each program. Due to recent reduction in class offerings in the ADS program there is currently no need for an additional full time faculty. Our current needs for capital outlay are to do the following:

- \$500 per year for three years of VTEA funds for purchasing of new educational materials such as educational videos, interactive learning programs, materials that identify and teach new technology skills and software programs designed to teach difficult materials.
- \$350 for a locked cabinet to store these materials so that they are available for all instructors, not just the instructor that wishes to have this equipment/material.

Our current program goals include the following:

- Upgrade all course texts to ensure that they are consistent with academic courses consistent with texts common for courses that transfer these units to 4 year colleges/universities.
- Expand offering of Certificates of Achievements for areas of specialization that are increasingly being demanded by the Department of AOD in Sacramento.
- Develop new courses that address counseling specialization issues such as Co Occurring Disorders, PTSD and treating victims of Domestic Violence.

Overall our mission aligns with the Department and College level missions. We are especially in line with the idea that learning is a life-long experience, since our field requires that persons working in this field are required to take so many additional hours of continuing education to keep their certification being renewed. Our program provides students with numerous skills designed to help persons live healthy lives without having to resort to the chronic use of alcohol/drugs.

Alcohol & Drug Studies portion of Human Services Program

Mission Statement: The Alcohol & Drug Studies (ADS) portion of the Human Services program mission is to prepare students to work in the Alcohol & Drug treatment field in any of the 50 states. Educational tools needed to be successful in this field are combined with numerous personal/interpersonal skills needed to deal with students own recovery needs and assist persons with similar addiction with their own recovery needs. The ADS faculty combines strong academic training with clinically based hands on experience working with difficult populations of clients in the treatment/counseling communities.

The ADS program vision is consistent with the overall vision of Long Beach City College. This involves preparing our students to meet the needs of **“living in a world of complexity and speed”** and a world that is **“technologically advanced and intensely interdependent”**. Our clinically trained staff have several years’ experience working in the treatment/counseling communities in the greater Long Beach area. They are able to provide students with the very latest skills needed to be successful. Our program is as ethnically diverse as is the college as a whole.

Below is a list of portions of the Long Beach City College “Mission”, followed by comments on how the ADS program is/is not consistent with the college’s overall “Mission”.

1. The college provides **“open and affordable access to quality associate degree and certificate programs, workforce preparation, and opportunities for personal development and enrichment”**. ADS students rely heavily on financial aid/assistance to remain in school. Recent cutbacks/delays in providing students with financial aid has resulted in some students being forced to drop out of school. Cutbacks in class offerings have also forced some students to lose government support from their parole/probation officers who have discontinued or reduced their financial assistance. Personal development offerings are as rich and varied as any other program offered at this or any other community college. Below is a list of the ADS courses that are “exclusively” dealing with personal/interpersonal issues:

- HS 45 ... Stress Management for Case Managers
- HS 47 ... Intervention, Treatment and Recovery
- HS 48 ... Group and Family Process
- HS 242 ... Conflict Resolution/Mediation
- HS 252 ... Co Occurring Disorders

In addition to offering these courses, the ADS program has several other class offerings where skill development is an “integral” part of the overall course design. These courses include:

- HS 40A/B ... Introduction to Addictive Behaviors
- HS 43 ... Case Management: Treatment & Aftercare
- HS 50 ... Law & Ethics
- HS 260 ... Domestic Violence

2. **“The college develops college level skills and expands their general knowledge, enables their transfer to 4 year institutions, prepares them for successful careers or to advance in their present careers”**. Skill development at the college level was addressed in the paragraph above. General knowledge is an integral part of all students who are pursuing their AA degree at this college. An increasing number of our ADS students are now also pursuing their AA degree. Recent trends in both State and the Federal level are placing greater emphasis on increased educational requirements for persons working in the alcohol/drug treatment community. CAADE, our certification board, has developed a 4 tier plan for certification and education. These four tiers include:

- Level One: Career Certificate
- Level Two: AA/AS Degree
- Level Three: BS/BA Degree
- Level Four: MS/MA Degree

All such degrees “must” be from “accredited colleges/universities. CAADE is the “only” certification board recognized in California by our Department of Alcohol and Other Drugs as

providing accredited college level courses. Our students receive the highest quality of accredited college level coursework of all of the 8 certification boards in this state. We also provide the “most” hours of classroom college level work of any certification board. Our program requires over 600 hours of college level classroom training. The next highest number of required classroom hours is 360.

An increasing number of persons already working as Certified Counselors here in California are returning to our ADS program to further their education in the ADS treatment field. They are also working towards completing their AA/AS degree so that they can transfer to a 4 year college/university.

Enrollment Patterns: Enrollment patterns have remained steady during the last three years, according to FTES reported during this 3 year period. The year 2009 was the lowest attendance of the 3 year period, mainly due to reduction of class offerings. In 2010 class offerings were all “full” with waiting lists up to 20 or more students. During the fall semester our ADS program has experienced a 25 to 35% reduction in class offerings. So far the Spring semesters class offerings have remained the same.

ADS students make up 65% of overall students in the Human Services program. The vast majority of these students are enrolled in the “Career Certification” program, which is needed to eventually become certified by the state of California to work in the Alcohol & Drug treatment community. During the next 3 year cycle we can anticipate a doubling of the number of students who will complete their AA/AD requirements. See point #2 above for reasons why this will occur.

Staffing/Resources: Resources needed in the ADS program are minimal. One of the real advantages of having a clinically trained staff is that they are able to provide students with real life case examples to deal with virtually all educational issues in this program. I have requested \$1,000 per year for the next 3 years to obtain specific documentaries, educational films and other tools that directly relate to this field that have been developed in the last few years. Two of the recent faculty losses came from instructors who provided SLO training/assessments in 6 total courses. New instructors will have to be trained to refine and carry on this practice. Increased emphasis on recent hires is having persons with strong vocational experience and/or strong background dealing with SLO’s at the 2 to 4 year college level. Recent faculty hires ... Liz Newman (several years of teaching experience at CSUDH & CSULA) and Jennifer Lundahl, the Clinical Director for the Substance Abuse Foundation (SAF). SAF is the largest single provider of Substance Abuse treatment services in the greater Long Beach area. They also have hired over 20 of our former students as full time employees.

Student Learning Outcomes/Course Level: By the end of the fall, 2011 semester the ADS program has completed 4 SLO assessments. Three of these courses met and exceeded their overall objectives. The 4th course, HS 43 ... Case Management ... met 2 of their outcomes, and failed their 3rd outcome. These course SLOs will be retested in the Spring, 2012 semester. With new instructors teaching several courses for the first time, a lot of time will be devoted to training these instructors on how to teach, assess and evaluate SLO material. Most of the ADS courses have 3 SLOs; Long Beach City College requires only 2 SLOs per course. I may attempt to reduce the overall number per course to 2.

Goals/Department Plans: The primary department level goals are consistent with the ADS program goals ... increase in technology based educational services offered. In the ADS treatment field of education, very few texts come with supplemental materials. This pattern is beginning to change. As more colleges provide programs similar to ours, we are now beginning to experience a few publishers offering more technology based support educational materials. As these materials become available, instructors will be incorporating them into their classes. When our department has a presentation from a book publisher, they have numerous texts for Police and Fire Science classes; virtually no technology based services for any ADS courses. Hopefully this trend will change. Currently ADS course are “all” full, with most courses filling up within the first week that registration is open. Several of these courses have waiting lists of up to 20 students. At the PCC campus, where 100% of the HS and ADS courses are being offered, class size is limited. This last summer school session I had 34 desks in the room. I added 8 or 9 additional chairs for students to sit in. The bungalows will accommodate 38 to 40 students only, which provides virtually “no” space to add additional chairs. This limited room space is also contributing to our reduced enrollment patterns in recent semesters.

Significant reductions in the total number of students who may take work experience has resulted in a significant issue, especially for our ADS students. The state Department of Alcohol and Drugs in Sacramento “requires” all Alcohol and Drug Studies students to take at least 240 hours of volunteer/paid work experience as a mandated requirement in their educational program. We have approximately 80 to 100 students per semester who “need” this work experience class. As a temporary solution to this problem, CAADE, our certification board, has allowed us to use a “course substitution” process to meet 125 hours of volunteer/paid work. This involves having the student get a job assignment and agree to complete 3 course objectives, which is the same requirement for the work experience classes this college offers. They then must provide one “extra” 3 unit course in the HS/ADS list of classes to “substitute” for the 3 units of work experience we are waiving in order for them to graduate. CAADE has accepted this proposal for one of the two semesters students must take of work experience.

The HS/ADS Advisory Committee met once last year. Starting with the Fall 2011 semester, we will increase this to two times per year. Currently the biggest unmet need for the ADS program is to provide more education on how to meet the needs of such special populations of clients as those who are gay/lesbian, transgender students, clients with Co Occurring Disorders, plus clients who are HIV positive. Increased emphasis in dealing with these difficult population issues has been increased in two courses.

This committee also recommends that a portion of courses (non-clinical skills education courses) be made available on line. With an increase in working students returning to Long Beach City College to continue their education, fewer numbers of core class offerings limits these students from completing their education in a timely manner.

Labor Market Trends: Currently there are 8 certification boards in California that lead to their graduates becoming certified to work in California in the alcohol/drug treatment community. Long Beach City College is one of 40 community colleges in California that provide certification. All 8 certification boards are under the direct supervision of the Department of Alcohol and Other Drugs located in Sacramento. Currently Long Beach City College has about 200 former students who have become certified who are now working in this field. The majority of these remain in California. We have at least 15 former students who are now working in other states in the Alcohol & Drug treatment community. As of early 2011, CAADE is now part of a

“nationally” recognized certification process. This allows our students to become certified in other states with few or any additional coursework they need to take.

Since most of these former students were on welfare/disability, they are now saving the state over \$2,000,000 to \$3,000,000 per year in tax dollars to provide for these former students. Also, these same former students now have their own health care plus they are paying taxes. This saves California tax payers an additional several hundred thousand dollars per year.

Currently this field is experiencing serious staff cutbacks. It is difficult to imagine that new jobs will be added to this treatment community. The only jobs available for the near future will be in replacement jobs. This trend can be expected to continue for the next year or two, based on decisions coming out of Sacramento.

College Wide Goals: The Alcohol & Drug Studies portion of the Human Services program is consistent with the vocational goals outlined by the college in their Mission Statement. I addressed this issue in the first section of this paper. The Alcohol & Drug Studies program at this and all colleges in California are going through significant changes. Both state and federal guidelines for the future will involve several levels of educational preparation to work in this field. I outlined CAADE’s 4 tier system earlier in this paper. Several students who already have their BS/BA degree from an accredited college/university are returning to school to get their career certificate. The major reason for this return to school is because of the availability of jobs in this treatment field. We can anticipate an increase in ADS students who will complete their AA/AS degree at Long Beach City College. We will likely experience a 100% increase in the number of AA/AS degrees received by ADS students within the next 2 years. Our students will become even more desirable in the treatment community, since the other 7 certification boards are a for profit business model strategy that do not provide the overall educational support services that Long Beach City College does.

Summary of Access, Productivity & Effectiveness:

1. Access to nontraditional delivery of education.
2. Recognition and acceptance by academicians and administrators of fire science as a truly academic curriculum.
3. The Fire Science Department has completed 135 degree certificates during the 2009/2010 academic year.
4. The success rate effectiveness component is 89.1%
5. The retention rate component rate is 92.1%
6. The completion rate component is 90.2%
7. The departments average GPA was 3.21%.
8. Class size averages increased from 45.2 in 2009 to 61.0 in 2010.
9. Our program load (WSCH/FTE) increased from 481 in 2009 to 492in 2010.

PUBSERV	Associate in Arts	38	49	45	19
	Associate in Science	20	13	20	4
	Cert. requires 18 to 30 units	18	27	53	3
	Cert. requires 30 to 60 units	43	42	66	8
	Cert. requires 6 to 18 units	33	14	45	4
	Cert. requires under 6 units	11			
	Total(Academic Org)	163	145	229	38

Internal Conditions:

The primary internal condition is technology. Department computers need to be updated along with software and media resources, such as current industry related media programs. Due to lack of storage space for hands-on industry related equipment, students lack a complete hands-on experience.

External Condition - Regulatory/Legislative Changes:

The primary external condition is responding to the increasing number of students attending LBCC, which has put a strain on the entire Public Services program and has resulted in the need for more courses and additional adjunct faculty being imminent.

External Condition - Grants Available:

Limited availability of VETA and other industry related funds have not been available.

Accreditation Recommendations:

Long Beach City College Fire Science, Administration of Justice, Human Services, Public Administration, and Homeland Security are all accredited, by their appropriate accreditation and regulatory agencies; Federal, State, and local agencies. The Long Beach City College Fire Advisory Committee meets annually and any new or updating comments will be posted as they become known.

External Condition - Advisory Committee Input:

Public Services Programs in California is experiencing an unprecedented amount of turnover due to attrition and expansion of services. A recent survey commissioned by the Chancellors Office indicates that over 27% of Public Services will be hired in the next three to five years. Public safety is always of utmost concern to citizens and elected officials. The quality of the new firefighters who enter the workforce and advance through the service career ladder will depend upon the quality and quantity of training and education provided by the Community Colleges. Obviously the need for quality and consistent service training and education is critical to this industry.

One would assume that the Public Services (PS) courses offered throughout the State would be consistent as to course content and hours. While some courses are indeed similar, if not the same, a majority of PS courses vary to some degree from college to college. Although the Chancellors office issued a list of core courses and content that should be included within an AS degree program in a 1986 report, inconsistencies continue to exist among college programs. In addition, each college has established electives and other training courses on an individual basis. This has led to inconsistency in the courses offered from college to college and in the content and hours among similar courses. The first step is to begin moving toward intercollegiate PS's courses consistency, including course numbers, names, lecture and lab hours, and prerequisites. The intent is to draw comparisons and inconsistencies among the various courses. This information will assist the region in ensuring that consistent and appropriate instruction is available to existing and pre-service personnel, through colleges that offer PS programs. The content of the programs vary from Associate Degree and Certificate tracks to in-service courses meeting State or Federal certification standards and local department needs. The colleges within the PS courses have been grouped into ten general clusters:

- Academic courses - These courses are generally delivered on a semester format with classes meeting one or twice per week. These courses are required or elective courses in degree or certificate programs.
- Public Services Dispatch courses - These courses include pre-service training that prepares students for a career in emergency dispatch and in-service training for individuals currently working in dispatch centers.
- Academies - These courses include the Basic Fire Academy that is accredited by the California State Fire, Police POST agencies, Homeland Security, and other support courses.

External Condition – Community Outreach/Partnership:

Currently in spite of economic impacts, the Fire Service, Police Departments, Human Services, and Homeland Security industries are experiencing PS position vacancies, due to the retiring baby boomer populations and through attrition, allows our graduating students an opportunity of fulfillment placement.

External Condition - Industry & Labor Market Trends:

- Police Departments, Human Services and Homeland Security, Fire and Emergency Services of Higher Education (FESHE)
- International Association of Fire and Emergency Services of Higher Education (IAFESHE)
- California Community College Chancellors Office
- California State Fire Marshal's Office
- California State Fire Training
- Foundation for California Community Colleges
- California Office of Emergency Services
- FEMA/USFA National Fire Academy
- California Fire Chiefs Association
- Southern California Training Officers Association
- Northern California Training Officers Association
- National Fire Academy Higher Education
- Riverside County Training Officers Association
- ODFT / Bakersfield College Fire Technology
- Ben Clark Public Safety Training Center

External Conditions - Other:

Recent budget cuts impacted course availability creating limited access and completion of degrees and certificates, including the hiring freeze of replacing retiring faculty.

Faculty & Staff:

Public services retains 4 full time faculty, and approximately 27 adjunct faculty
 Ralph K. De La Ossa, Department Chair/Professor, Fire Science
 Grant Boyer, Professor, Administration of Justice
 Don Wasson, Professor, Human Services
 TBA, New Hire for Administration of Justice

Names & Titles of Program Review Participants:

Ralph K. De La Ossa, Department Chair/Professor, Fire Science
Grant Boyer, Professor, Administration of Justice
Don Wasson, Professor, Human Services

2010-2011 Accomplishments:

In September of 2010, the Public Services Department implemented a new program with the Department Homeland Security (DHS) and Transportation Security Administration (TSA), offering a first cohort of Long Beach Airport TSA employees a first of three courses to achieve a certificate in DHS. The master plan is to implement an Associate's degree in DHS.

In the Fall semester of 2011, LBCC will have implemented the Homeland Security program offered at the LAC campus.

As of this date the Homeland Security Program has graduated our first class of TSA students, with the support of The Long Beach Airport and its staff within the TYSA department. The class and courses consisted of 3 courses and allowed the students to achieve a certificate in Homeland Security Administration, (HSA) our goals for 2012 is to implement an Associate's Degree in HSA. Currently we are offering HSA classes on our Liberal Arts Campus, which will allow students who successfully complete the requirements of each class, to achieve a Certificate in HSA.

Goals:

Goal: Focus on Student Success Rate

Goal Priority: Medium

Rationale: To maintain and improve the success rate of students involved with the Public Services Department and to acknowledge the students success and achievements.

Strategies: To gain support at the district level as well as from industry standard organizations.

Responsible Parties: All Public Services faculty, with the support of the Social Sciences Department.

Campus supported by this goal: Both

Specify if goal is for Department or sub-area: Department/ Program

Other Area impacted by this goal: Facilities

Level of Support Needed: Department

Goal: Storage

Goal Priority: Completed

Rationale: Secure and maintain a consistent amount of assigned storage space for the specific departments of Fire Science and the Administration of Justice.

Start Date: 08/14/2009

Goal Status: Complete

Goal: Office Space

Goal Priority: High

Rationale: Secure and maintain office assignments within the T building for four full time faculty members and an area for adjunct instructors

Year: 2009-2010, 2010-2011, 2011-2012

Start Date: 08/14/2009

Goal Status: Completed

Goal: Bulletin Board**Goal Priority:** Low**Rationale:** Acquire an informational bulletin board for Administration of Justice and Fire Science club information.**Year:** 2009-2010, 2010-2011, 2011-2012**Start Date:** 08/14/2009**Goal Status:** Completed**Goal: Hire New Part Time Faculty for the Public Services Department****Goal Priority:** High**Rationale:** Hire 4 part time faculty for Fire, Homeland Security, and Human Services to better support the increasing number of students and demand in the community.**Description:** 4 part time Faculty**Inter-Level/ VP Level Group Decision:** Complete**Fiscal Year:** 2011-2012**Duration:** On-going**Estimated Cost:** \$200,000.0000**Type of Resource Requested:** 111000 - Academic FT Instructional**Justification for Resource Request:** Pathway for education achievement for continuing students**Department Code:** 220100 Social Science**Year:** 2010 - 2011**Start Date:** 01/01/2011**End Date:** 01/01/2012**Goal Status: Completed****Goal:** Hire Full Time Faculty**Goal Priority:** High**Rationale:** The Public Services Department services Fire, Homeland Security, Administration of Justice and Human Services occupations, which is in demand for hiring of full time positions. At present, the Department is functioning with a full time faculty vacancy due to retirement. Part time instructors are unable to meet our student demand of courses offered, due to their present occupation commitments.**Strategies:** Student demand has resulted in long waiting lists and not enough faculty. This turns students away to other teaching institutions.**Responsible Parties:** Ralph De La Ossa, Department Chair**Campus Supported by This Goal:** Both**Specify if Goal is for Department or Sub-Area:** Department/ Program**Year:** 2011-2012, 2012-2013, 2013-2014**Start Date:** 01/14/2012**Goal Status:** In progress near completion, date goal set for Spring 2012 with anew Faculty member employed for the Administration of Justice**Level of Support Needed:** School or VP**Related Resources Needed:** Full time faculty**Description:** Needed for Department growth and to replace a full time retired faculty**Inter-Level/ VP Level Group Decision:** NEW for Fiscal Year 2011-2012**Fiscal Year:** 2011-2012**Duration:** On-going**Estimated Cost:** \$240,000.0000

Type of Resource Requested: Personnel

Justification for Resource Request: Replace a full time position due to retirement

Department Code: 601400 Academic Services

Requested Funding Source: General Fund