

**Bachelor of Vocational Education (BVE)**

**Self-Study**

**Fall 2005**

## I. PROGRAM INTRODUCTION/HISTORY

From fall 1972 until fall 1982, a regular session, state-supported Bachelor of Vocational Education (BVE) degree program was authorized by the academic master plan for Sacramento State University and was offered through the College of Education, Department of Special Education, Rehabilitation, and School Psychology. In 1982, the California State University (CSU) Consortium, operating through the Chancellor's Office, integrated the BVE from Sacramento State and offered it as a Bachelor of Science in Vocational Education (BSVE). The objective of the Consortium was to deliver select undergraduate and graduate degree programs to a statewide audience. These programs were presented in a non-traditional schedule that accommodated the working adult professional student. Many of the CSU campuses functioned as satellite centers for these programs, which were centrally administered through the CSU Consortium. In addition to the BSVE, the CSU Consortium also offered a Master of Arts in Vocational Education (MAVE). During this time, the CSU Consortium Vocational Education Department was located at Sacramento State. As the principle program site, Sacramento State supported the BSVE by allowing its local campus facilities and faculty to be used as part-time Consortium resources. Of particular importance was the long-standing role of Dr. William Harris from the Department of Special Education, Rehabilitation and School Psychology. Dr. Harris, who served as the Faculty Liaison for BVE Program (1994-2005), was formerly the Director of Vocational Education for the CSU Consortium.

In 1986, the CSU Consortium was disbanded. At that point, the College of Continuing Education (then called the Office of Regional and Continuing Education) responded to the persevering need for vocational education teaching professionals by offering two external teaching credential programs. The Designated Subjects Adult/Vocational Education Teaching Credential and the Designated Subjects Supervision and Coordination Credential, both of which are approved by the California Commission on Teacher Credentialing (CCTC). Both of these programs are part of the course sequence leading to the current BVE program.

In 1992, the College of Education, Department of Special Education, Rehabilitation and School Psychology, and the College of Continuing Education began work on developing a Bachelor of Vocational Education (BVE). After two years, the program was approved and offered for the first time in fall 1994. This is the first Self-Study/Program Review scheduled for this program.

The BVE has developed a deep bench of subject matter expertise, university resources and administrative infrastructure to support the major, students, faculty, field professionals and employees. The demand for degreed industry professionals and credentialed teachers in the vocational fields has continued to grow.

Sacramento State had the foresight to anticipate the need and provide the workforce with leaders, trainers, and teachers who are credentialed to train and lead the global and highly technical industries of the present and future. The use of dynamic, interactive and cutting-edge instructional strategies, rigorous and relevant curriculum to prepare career, technical and vocational education teachers, trainers and leaders is at the center of the BVE program's success.

Key content areas within the BVE continue to be:

- andragogical instructional design
- active teaching and training methods
- application of the art of teaching and training
- workplace and classroom behavioral management
- learning-style recognition and teaching techniques
- developing practical general equity, workforce diversity, and special needs classroom tools
- instructional supervision and leadership utilizing career development tools
- developing and using total quality management techniques in the school and training environment

These skills advance BVE graduates as well as preparing them for an advanced degree. In addition, the BVE graduate is prepared for leadership roles in organizations as they evolve, expand and grow, responding to the ever-changing demands on the State's increasingly diverse and technical global workforce.

A. BVE Program Mission.

The BVE program values academic knowledge, accurate assessment of acquired skills and broad-based application of the knowledge in industry and education. The BVE mission is twofold:

1. To provide an opportunity for working adults to access an accredited university degree that recognizes and professionalizes their life-long work experience. The BVE student and graduate are as diverse in background as their broad-based application in industry and education.
2. To provide business and industry with qualified vocational and technical teachers, trainers, and leaders who are prepared to train and lead the global workforce of the present and of the future.

### BVE Program Goals.

Program Goal #1: Provide a pool of professionally trained and academically degreed personnel who are poised to meet the increased workplace needs of industry and education.

Program Goal #2: Provide rich, rigorous, and relevant curriculum and instruction that encourages high standards of academic productivity that is measured in rubrics.

Program Goal #3: Provide the academic preparation necessary for BVE graduates to enter an advanced university degree program.

Program Goal #4: Provide a center and vehicle for articulation related to the identification and fulfillment of employment needs in the region by bringing together employers and other representatives from private businesses, private and public educational agencies, and state agencies involved in vocational education.

### B. Recommendations from last Program Review.

This is the first self-study/program review for the Bachelor of Vocational Education program.

### C. Major State and National Trends.

*Career/Job Market:* According to the U.S. Department of Education, vocational education (also known as career/technical education) "is a massive enterprise in the U.S." Not only do thousands of high schools, vocational centers, community colleges, and organizations offer workforce training programs, but almost every high school student takes some vocational courses. Furthermore, one-third of college students are enrolled in vocational programs, and an estimated 40 million adults engage in post-secondary occupational training or retraining each year.

Vocational education is projected to be one of the fastest growing fields in California through the year 2010, with an expected increase of 38% and an estimated 6,300 new jobs added. It is also likely that the need for qualified career/technical/vocational educators will expand beyond these projections, due to demographics that are shaping future job trends. Although California and other states are currently experiencing fiscal difficulties that affect education budgets, the long-term prospects for workforce education are very promising. The California State Plan for Vocational and Technical education notes that "the sheer volume of occupational education opportunities must increase dramatically to meet the demand created by California's burgeoning population."

According to the California Employment Development Department, 78% of occupations projected to have the greatest absolute job growth during the next five years will require career/technical/vocational training. These trends also project that people will gravitate towards these jobs in the future, necessitating large numbers of teachers and trainers with backgrounds in many different subject areas. When these facts and statistics are considered, the growing need for qualified vocational education teachers, trainers, and leaders is evident.

Sacramento State's BVE graduates have a firm grasp on the importance of life-long learning and career resiliency, and will continue to apply this knowledge to the growth and empowerment of the workforce. The program and the graduates are committed to moving the field of vocational education into the 21<sup>st</sup> century, making it a vital resource in the development of strong communities and strong workers.

*Major State and National Trends.* By viewing the past, we can see the future. The roots of education focused on the preparation of a society to gain the knowledge and skills to be self-sufficient and successful in all endeavors attempted. The roots appeared to travel bi-directionally: The root of the upper social strata prepared for success by encouraging the study of humanities and arts. The root of practical training, or apprenticeship training, became the preparation for much of the rest of the citizenry.

The root of vocational education in America began with models reflecting late 19<sup>th</sup> Century European beliefs: Master crafts-persons tutored apprentices by providing active learning experiences...as Roger Schank expresses the concept, "learning by doing." However, as America began to embrace the Industrial Revolution and focus on the manufacturing model, the role of vocational education began to change. The crafts-person/apprentice model gave way to the "training model." Howard Gordon indicates that manufacturing labor needs became that of specific training of persons for specific jobs within the manufacturing process, focusing less on master craftspeople, and more on mass training.

The root of an "academic-education" continues to take precedence in the public eye. There is no doubt that the traditional academic endeavors are important to carry on the traditions of a civilized society. However, business and industry are, once again, recognizing an increased need for a technologically trained global workforce whose expertise encompasses technical reading, writing, math, and science. Business and industry recognize experienced workers as important to the training and education of the upcoming workforce. They recognize, in addition, that there is room for a "meeting of the minds" in traditional and applied education as evidenced by the Secretary's Counsel on Achieving Necessary Skills (SCANS) survey results. The SCANS confirms that there is an unsurpassed need for teachers and

leaders who have the ability to prepare our students for university certification and the global workforce in California and the nation.

The experienced worker, who has contributed wholly to the preparation for society's success and self-sufficiency, is now prepared to take on the role of leadership in training the global workforce. It is anticipated by the Employment Development Department that there will be a total growth of 39% in public vocational education certificated leadership in the State of California. However, private industry indications of need are even more dramatic. The California Builders' Exchange indicates a "code-blue" in occupations focusing all aspects of the construction trades. Private industry also indicates that the need for experienced and credentialed trainers is increasing on a 10% annual basis for the foreseeable future. There are few institutions that provide the experienced worker with opportunities to move into the role of certificated educational leadership.

Sacramento State University is certifying experienced workers with both a degree that professionalizes their life-long experience and provides a teaching credential to take on the role of academic *and* workplace learning by recognizing that the needs of both the university experience and the workplace experience have a common bond: The ability to read, write, perform math, and science in a manner that embraces both disciplines. The BVE embraces the andragogical model of education providing "learning-by-doing" experiences for its students in all of the courses providing the rich and rewarding experience of marrying academic and applied education. The BVE embraces that bond and prepares leaders and teachers to provide educational leadership that prepares society to gain the knowledge and skills to be self-sufficient and successful in all endeavors attempted.

*Similar Programs in the Discipline.* Statewide, there are very few undergraduate degree programs in vocational education. California State University, Long Beach (CSULB) has a very large and successful undergraduate degree program in Occupational Studies and offers it both on campus (state support) and off-campus (self support). Their off-campus B.S. in Occupational Studies utilizes both face-to-face and mediated instruction and is designed to help human resource development personnel to develop the skills and knowledge necessary to instruct in technical subjects, design curriculum, advise learners, and evaluate curriculum and learner performance. The most popular option to this degree is the Vocational Arts Option. CSULB, like Sacramento State, responds to market demand for this type of degree program and has received requests from institutions and public agencies statewide.

## II. ACADEMIC PROGRAM

### A. Learning Expectations.

Below are the BVE courses and the course outcomes. Because all of the courses in the BVE major are required, the learning objectives for the courses are, in effect, the program's learning objectives. All of the BVE courses in the major contribute to the overall BVE program goals. Students will demonstrate college-level writing competency by completing writing assignments requiring an increasing level of proficiency, with each course requiring a comprehensive writing assignment using APA format. In addition, students will continue to increase their technology skill set as a tool for the classroom or training room.

EDS 102, "Characteristics and Management of Vocational/Technical/Applied Academics Education for Adult Students"

*Course completion meets one of two required courses for Level I of the Designated Subjects Vocational/Adult Education Credential, Level I.*

- Students will demonstrate scope, function, principles and practices, and history of vocational education in industry and educational perspectives.
- Students will individually demonstrate competency in developing and presenting motivational instructional strategies, technology inclusive, broad-based industry application, and activity-based six-step lesson plan reflecting student performance based objectives and assessment.
- Students will demonstrate competency with the difference between pedagogical and andragogical learning techniques through activity based interaction with class following rigorous research and demonstration.
- Students will recognize and encompass teaching/training tools that consider teaching/learning strategies and the diversity of gender and ethnic diversity the workplace by demonstrating lesson plan presentation to class and receiving feedback and performing reflection.

EDS 103, "Assessment and Instruction in Vocational/Technical/Adult/Applied Academics Education"

*Course completion meets the second of two required courses for Level I of the Designated Subjects Vocational/Adult Education Credential.*

- Students will demonstrate the development of performance criteria, continually assessing student performance levels culminating in a planned activity reflecting the Student-

Performance-Based-Objectives as stated in the lesson-plan reflecting industry based application.

- Students will become proficient at recognizing learning and teaching styles, left and right brain learning, and instructor-controlled motivation.
- Students will continue to explore a variety of teaching and motivating skills.
- Students will actively demonstrate the skill of motivated lesson planning, use of student behavior tools, whole class and individual delivery systems.
- Students will become proficient at measuring and recording student achievement utilizing accepted technology and record maintenance.
- Students will become proficient at performing program evaluations.
- Students will recognize and encompass teaching/training tools that consider teaching/learning strategies, including technology, and the diversity of gender and ethnic diversity the workplace by a demonstration activity of their lesson plan
- Students will become proficient at developing units of training/ instruction for small group and whole group presentation.

EDS 104, "Teaching Diverse Learners in Vocational/Technical/Adult Education"

*Course completion meets one of two required courses for Level II of the Designated Subjects Vocational/Adult Education Credential.*

- Students will develop tools to encourage excellence among learners of different genders, ethnic, religious, sexual orientation, language and ability groups through instructional design and classroom/training strategies.
- Students will gain sensitivity and skill in meeting the cultural needs of the global workforce in view of cultural heritage, language, and ability.
- Students will gain skill in understanding and applying relevant law in the global workplace regarding cultural heritage.
- Students will understand the principles of language acquisition.
- Students will gain skill in developing bias free instructional materials and develop effective and inclusive programs in the classroom and workplace.
- Students will gain access and insight to major educational theorists.

EDS 105, "Advanced Instructional Design, Program Evaluation and Leadership in Vocational/Technical/Adult/Applied Academics Education"

*Course completion meets one of two required courses for Level II of the Designated Subjects Vocational/Adult Education Credential.*

- Students will gain knowledge and skill at developing complete programs including goal setting, preparation and planning of course of instruction/ training, including lesson plans, materials, strategies for learning, and program assessment.
- Working cooperatively, students will gain knowledge in program budgeting, coordinating personnel and materials, and program evaluation tools.
- Students will learn how to develop and use a community/program advisory committee.
- Students will develop skill at analyzing demographics and labor market trends, developing needs program assessment tools, reviewing market trends in terms of training and employment projections.
- Students will gain knowledge and practice at utilizing employer and graduate follow-up evaluations.
- Students will develop strategies for managing a program, including problem-solving, critical thinking, and tools for sustainability of the program.
- Students will develop recruitment strategies, marketing techniques and the use of media in program application.
- Students will demonstrate their competency for advanced curriculum design and program development through presentation of their team project to faculty and peers for evaluation and feedback.

EDS 106, "Instructional Supervision/Coordination I of Vocational/Technical Applied Academics Education"

*Course completion meets one of two required courses for the Designated Subjects Supervision and Coordination Vocational/Adult Education Credential.*

- Students will gain knowledge and demonstrate skill at meeting the objectives of supervising performance-based programs.
- Students will gain knowledge and skill at various models of staff evaluation, consultation, coordination, facilitation, and model program management.

- Students will gain knowledge of current labor laws applying to education and industry in the pursuit of their skill as a supervisor.
- Students will gain further knowledge of team building and team practice techniques.
- Students will demonstrate their skill development through active presentation as a team.

EDS 107, "Instructional Supervision/Coordination II of Vocational/Technical Applied Academics Education"

*Course completion meets the second of two required courses for the Designated Subjects Supervision and Coordination Vocational/Adult Education Credential.*

- Students will gain skill at identifying and implementing successful strategies to effectively evaluate and improve the academic/workplace environment.
- Students will define and apply staff and workplace assessment and evaluation models.
- Students will apply the coaching, counseling and discipline model.
- Students will develop teacher/staff observation procedures.
- Students will learn and apply supervision models by applying them to real life experiences as a group.
- Students will gain further knowledge of financial management procedures in education and industry.
- Students will demonstrate skill at the improved workplace by presenting supervision project as individuals or a team.

HLSC 136, "School Health Education"

*Students will examine and gain understanding of the educational methods, processes and content of the scope of health education in the State of California.*

- Students will also examine the Framework for Health Instruction of the California State Department of Education.
- Students will gain understanding of current problems related to personal, family and community health.
- Students will examine general theories and organization for teaching health education.

EDS 109, "Career Guidance in Vocational/Technical Education" (Swan Evaluation)

*Course completion meets requirement for Swan Portfolio evaluation by the California Board of Examiners for Vocational Teachers.*

- Students will gain knowledge and skills at evaluating their career history in order to gain academic credit under the Swan Evaluation.
- Students will receive guidance in identifying goals for professional accomplishment.
- Students will demonstrate their evaluative competency through a one-on-one review with faculty or staff.

EDS 110, "Current Issues in Vocational/Technical Education"

- Students will gain an in depth knowledge of the history of vocational education and application of that history to current issues.
- Students will cooperatively gain skill in reviewing federal and state legislation as it affects current vocational education and technical training.
- Students will gain understanding and applied skills at working with adult literacy issues in legislation and the workplace.
- Students will explore adult career development from their personal perspective in relation to changing technology in the global workforce.
- Students will work as teams to present a current issue themed project to faculty and peers.

EDS 111, "Education for Vocational/Technical Students with Special Needs"

- Students will gain knowledge in concepts and practices of mainstreaming as provided under federal legislation, California law, and case law review.
- Students will learn how to adapt instruction and devise positive behavioral supports for students of diverse abilities
- Students will gain skill at developing and adapting individual education and transition to work plans for vocational students and prescriptive services.
- Students will develop skill at utilizing methods of assessing the progress of students with diverse abilities.
- Students will share their research and findings with peers and faculty in a formal technology based presentation.

EDS 112, "Legislation and Financing of Vocational/Technical/Applied Academics Education"

- Students will gain an in-depth historical review of legislation and financing of vocational and technical education programs at the federal, state and local levels.
- Students will gain skill at the grant writing process including development, the written proposal, and its' implementation.
- Students will become skilled at developing resources for grant writing.
- Students will culminate the process by applying the proposal writing process to the community college, regional occupational programs, secondary school, private post-secondary, corrections or private industry education and training.
- Culminating practical application projects will be shared with faculty and staff in a formal technological presentation.

EDS 113, "Introduction to Technology Based Teaching Strategies in Vocational/Technical Education"

- Students will become familiar with the basic use of computers, terminology, and capabilities.
- Students will cooperatively become familiar with the computer as a discovery learning, problem-solving, assessment tool.
- Students will become familiar with the operation of microcomputer systems.
- Students will gain competency as assessing hardware and software to determine appropriate educational applications.
- Students will gain confidence and competency at using technology practice and presentation for their culminating project.
- Students will develop an insight in access to and control of computer-based technologies in a democratic society.
- Students will develop and/or refine their technology skill set for instruction.
- Students will study and create a technology plan for their program.
- Students will learn how to and establish a plan for staying current in the field of microcomputers and instructional technology.
- Students will learn and apply major internet protocols including email, the world wide web, file transfer protocol, and multimedia software to their vocational/technical area.

EDS 114, "Multicultural Vocational/Technical Education for a Pluralistic Society"

- Students will gain in-depth knowledge and skill in examining cultural diversity in California in a safe setting in a cooperative environment.
- Students will become familiar with the historical traditions of the major cultural ethnic and linguistic groups in California.
- Students will learn and practice effective methods of including cultural traditions and community values in their instructional process.
- Students will gain skill in second language acquisition, language teaching strategies, and curriculum adaptation for students whose second language is English.
- Students will develop strategies to increase classroom and employment success for cultural and gender groups.

EDS 115, "Behavior Management and Total Quality Management in the Vocational/Technical Education Program"

- Students will examine learning behaviors of vocational/technical education students in a variety of settings.
- Using cooperative learning, students will gain knowledge of TOM for use in the classroom and the workplace.
- Students will develop skill at managing learning behaviors utilizing the tools of behavior management and total quality management by participating in classroom scenerios.
- Students will examine and describe the influence of their own behavior on their students and colleagues.
- Culminating projects utilizing technology will be presented to faculty and peers.

EDS 116, "Special Problems in Vocational/Technical Education"

- Students will examine a specialized area within vocational education and/or industry in order to provide a deeper understanding of a particular area of interest.
- Students will provide culminating project to faculty on an individualized basis.

EDS 117, "Field Experience in Vocational/Technical/Adult Education"

- Students will develop skills as a teacher/trainer as arranged by faculty and student will meet the minimum 1000 hours of

part-time teaching or training in their jobs/credential subject areas.

1. Specify Expectations for:

Discipline and Writing and Reading in the Major.

Faculty and staff are acutely aware of the importance of BVE graduates demonstrating highly developed composition and writing skills. Ideally, incoming students will have completed a formal course in writing at some time during their general education at another institution. The BVE program was approved to admit transfer students without the EPT/ELM. The students are allowed to take the required BVE courses in the major, but cannot take their upper division general education (UDGE) until they have fulfilled the English and math requirement. Students are advised at admissions and throughout their program that they must fulfill this requirement at the community college before proceeding with the UDGE. The BVE advisor monitors this closely, and a FOCUS report is run before and after census to ensure that the BVE students that have not yet met this requirement are not enrolled in any UDGE courses on campus. If a student is enrolled and has not fulfilled the EPT/ELM, he/she is administratively dropped/withdrawn from their UDGE course(s). Students are advised of this consequence throughout their BVE program courses.

Students' writing skills are formally assessed early in the BVE program through the Writing Proficiency Examination. The results of the WPE provide guidance for BVE staff in the individual Program Advising process. However, prior to formal assessment, students are exposed to reading and writing proficiency assignments in the classroom. Faculty include at least one formal research and writing component in each course that measures both intensity and quality of the student's research and writing skill in the discipline, as well as critical thinking skills.

Recognizing the potential for student research and writing deficiencies, staff and faculty have responded with the following modification to BVE curriculum. Students are introduced to university writing standards in the discipline in two processes: First, students are initially introduced to the College of Education's APA Guidelines as standards for graduation by staff during BVE Information Sessions and Student Program Advising Sessions. Secondly, Library staff, partnering with BVE, provides a Library Introduction and Orientation session for BVE students as a component of their initial course in the BVE program (see Appendix A). This session not only emphasizes student writing skills, but in addition, emphasizes use of the Library system (both on-line and on-campus) and available technology in the research component of the writing process.

The overall objective of the expository element of the BVE program, as indicated above, is not just to provide evidence that students improve their ability to compose a document, but to provide the graduate with the research, composition, and writing skills necessary to become outstanding teachers, trainers, and leaders in education, business and industry for the 21<sup>st</sup> Century.

*BVE Faculty Review Team:* The BVE Faculty Review Team is composed of campus and adjunct faculty. The Team was developed in response to the Self Study process. The review of student work was done in 04-05, and the recommendations and findings will be shared at the fall 05 Faculty/Staff and the 05/06 Community Marketing and Advisory Committee (CMAC) meetings (see Appendices B, C and D: Faculty Meeting Minutes, CMAC Minutes, CMAC Members). The Review Team will maintain an on-going scheduled review in order to assure academic quality in culminating student product. Particular attention is focused on evidence of research data collection and documentation, intellectual process development, writing skill improvement, presentation skill development and use of appropriate technology and media.

The BVE program responded to the Review Team's recommendation that additional attention and resources are needed in the area of writing skill competency. Therefore, the BVE program has adopted more focused attention to providing access to writing skill development for students reflecting "uneven writing skills." Students will be provided with the following:

- BVE Information Sessions and Student Advising Sessions will continue to reinforce the need for academic writing skills excellence in BVE graduates.
- Sacramento State writing standards are introduced and modeled in initial BVE courses.
- BVE faculty will continue to assess student research and writing proficiency during each course.
- Research and writing skills demonstrations as well as a presentation are required for all BVE courses.
- The Library, as a BVE partner, will continue to provide Introduction and Orientation sessions to initial BVE courses.
- Students will continue to be assessed through the Writing Proficiency Examination.
- Students will be advised to the Writing Center.

- The BVE Faculty Review Team will continue to review each student's progress in terms of academic research, data presentation and writing proficiency.
- BVE faculty and staff will continue to monitor student progress in terms of the needs for teaching, training and leadership in education, business and industry in the 21<sup>st</sup> Century.

### Computer/Information Competence.

Students in the BVE program must be computer literate. One of the courses, EDS 113, "Introduction to Computers in the Vocational Classroom", examines the use of computers and their application in vocational/technical instruction. Applications involving direct instruction, discovery learning, problem solving, assessment, practice and presentation are learned, and other technologies that support teaching and learning are studied and practiced.

Each of the BVE courses incorporates the use of computers and/or other technology in class presentations and projects. Early on in the program's history, student feedback from course evaluations indicated that the students would have liked this course at the beginning of their program. The BVE program responded to this student feedback by scheduling this course at the beginning of the course sequence/cycle.

In addition, students are required to join the BVE listproc. All program information is disseminated to the students over the listproc (although this is not the only form of disseminating program information). Email is used heavily to communicate with the BVE staff and faculty.

2. Program and student expectations come from a variety of sources. EDS 102-107, for example, have the basis of their expectations and core competencies from CCTC's competency requirements for clearing the Designated Subjects Adult/Vocational Education credential (Level 1 and Level 2) and the Designated Subjects Supervision & Coordination credential. Industry trends and employer expectations were also factored into the development of the program and student expectations for the BVE program. Finally, university standards and expectations, and faculty input also shape the program and student expectations for the BVE program.
3. Communication with students happens in a variety of ways and throughout the BVE student's educational career. Prospective students attend general information sessions about the program where all program expectations, graduation requirements, and transfer requirements are conveyed. They are also given this information in writing. Once interest has been determined, all prospective students are required to attend either a group or one-on-one advising session with the BVE advisor. Again,

all expectations are conveyed to students and each student is also given a Student Handbook (see Appendix E), which is also available on CCE's website. At this time, students are given a BVE Advising Form with an "unofficial" General Education advising form (see Appendix F). Students are also asked to make appointments or call the BVE advisor at least once a semester, especially when selecting general education courses. The BVE program also uses a listproc to disseminate information to all students in the program about registration, financial aid, graduation petitions, Swan portfolios, all program and University deadlines, etc. Announcements are reinforced by the BVE advisor by making announcements in the first class meetings of BVE courses.

#### A. Curriculum Structure.

The BVE program requires 120 units for graduation. It consists of 14 required courses/39 units in the major and requires each student to complete and submit a career portfolio. This career portfolio, also known as the Swan portfolio, is a major requirement and is submitted by each BVE student to the State Board of Examiners for Vocational Teachers. The Board reviews the portfolios for three major components: Work/Supervisory Experience, Teaching/Training Experience and Professional Development. The Board then grants up to 40 units for career experience in their designated field. This credit is used as elective credit by the BVE majors, and is categorized as "neutral credit" (neither lower nor upper division). This credit can only be used towards degrees in vocational education and is authorized by State legislation passed in 1943, Senate Bill 752, authored by Senator John Harold Swan. This Senate Bill recognized the need for a baccalaureate degree that included credit for career experience in adult/vocational/technical fields. In addition, this legislation professionalized these careers and gave credibility for those who teach and train in adult/vocational/technical subject areas.

#### B. Teaching Strategies.

The faculty who teach in the Bachelor of Vocational Education (BVE) program are made up of campus faculty as well as community and business leaders. All BVE faculty bring their teaching expertise to the classroom. They have one thing in common: The understanding of the andragogical teaching model. BVE students attend because of personal choice, personal motivation, personal goals, and to gain personal experience. As such, BVE faculty utilize a variety of teaching strategies in each class. The teaching strategies are in themselves the student support system.

*Syllabi:* The syllabi present clear and concise student performance based objectives with defined outcomes presented in a chronological sequence with supporting resources. The complete syllabus provides a clear pathway to student success.

*Classroom Strategies:* BVE faculty utilizes multiple strategies in each class session: small group discussion, power-point presentations, video presentations, guest lecturers (experts from the field), practical application projects, field trips (library, successful community projects, etc.), e-access, cutting edge technology, resources and materials, and full use of textbook. The faculty's use of a variety of teaching styles and tools adds to the students' teaching and training skills "tool-box." Consistency in teaching course curricula provides students with skills of improvising, synthesizing, applying, mastering, patterning, and often imitating the tool-box strategies.

*Practical Application Projects:* All student assignments, exercises, and projects provide a practical, immediately applicable outcome for BVE students. Each assignment improves their skill at intellectually researching, processing and evaluating data, and preparing an outcome in academically acceptable format.

*Teaching Strategies:* BVE faculty utilize "real-world" stories and experiences. They encourage students to share information and develop projects collaboratively. Faculty also evaluate student work thoughtfully, providing insight through written comments, applied outcome evaluation, and suggestion for additional resources.

*Mentoring Activities:* Ongoing assessments are done of BVE students, the faculty and staff team to ensure that no student will be left behind in a curricular activity or in the flow of paperwork through the University system. Students requiring special needs, additional resources, individual assignment review and clarification, project supervision or intervention are identified, monitored and mentored as needed. Successful faculty and staff have become adept at basic counseling skills: listening, reflecting, reviewing and probing in order to assure student success.

*Field Trips:* BVE faculty enrich coursework by incorporating short trips. The field trips that are selected add relevancy and applicability to the curriculum. Field trips made to the Charles A. Jones Skills and Business Education Center, Adult, Career and Technical Preparation division of the Sacramento City Unified School District, provide an opportunity for BVE students to see the fifth largest career and technical preparation center in California.

### C. Involvement in and evaluation of distance and distributed education courses.

One of the goals of the College of Continuing Education is to migrate the entire major to an online environment. The purpose of this is two-fold: to expand the geographic market of the program; and to provide greater

access to the program. Law enforcement and fire service jobs are prequalified for this degree, but their work schedules often prohibit the set year-round, accelerated weekend BVE schedule. Feedback from law enforcement (Sacramento Police Department) and fire service personnel (Sacramento Metropolitan Fire District) expressed their interest in an online program for their personnel. At this time, however, none of the BVE courses are offered online.

#### D. Assessment Plan.

The BVE degree requires that students complete the 39 units in the major, along with the units they receive from the evaluation of related adult/vocational/technical work experience. The primary focus of the BVE Assessment Plan is to determine whether the program is educationally effective from the viewpoint of the faculty, students and alumni.

*Assessment of Student Learning – Faculty:* When instructors are hired they are given the learning objectives for the course they are hired to teach. They are expected to develop assignments in their respective courses that can be used to assess student achievement of the learning objectives. They are also expected to include the learning objectives and their assignments on their syllabi. In order to prepare for the first BVE Self Study, all courses were reviewed in 2003/2004. Course syllabi will be reviewed annually by the Faculty/Academic Coordinator. Dr. William Harris held this position from the program's start (fall 1994) until June 2005. Plans are underway to appoint a new Faculty/Academic Coordinator effective January 2006. This Faculty/Academic Coordinator should teach in the BVE program, be a full-time faculty from the College of Education, have an understanding of adult students/special populations, and embrace the goals of the program. (See Appendix G: Sample Syllabi.)

In an effort to assess whether students are successfully achieving the learning objectives, samples of student work in all required courses were reviewed in summer 2004 (Phase I) and fall 2004 (Phase II). Samples of student work were submitted by the faculty to the BVE program that reflected a range of achievement for each course. The student work was reviewed by a committee represented by three faculty (both full-time and part-time). The committee reflected upon the strengths and weaknesses in the student work. The conclusions and recommendations will be shared to the entire faculty at the Fall 2005 Faculty/Staff Meeting.

*Program Assessment – Alumni and Students:* In order to assess the educational effectiveness of the BVE program, a questionnaire was developed in Spring 2004 (see Appendix H). BVE alumni were surveyed by mail, including students who have not completed all requirements

for the degree. Students enrolled in the last course of the sequence of courses were surveyed as well. In addition to assessing whether the curriculum met their objectives, graduates were also asked to what extent the program met their career objectives. They were asked to provide contact information for their employers, so that the program can develop an employer survey.

Since then, a survey was sent out to 50 BVE employers (see Appendix I) to determine if the program was meeting their needs by producing skilled graduates. A total of 12 surveys were returned.

Table 1  
Employer Survey n=12

Performance	10=Excellent; 1=Satisfactory; 1=Poor
Knowledge – duties & responsibilities w/ their positions	10=Well Prepared; 1=Satisfactory; 1=Unprepared
Important of BVE Degree as an Employer	4=Crucial; 7=Somewhat; 1=Not at all
BVE Degree employees compared to other employees	5=Better Prepared; 5=Equally Prepared; 0=Not as prepared; 2=did not answer question
Advance degree importance	6=Highly Important; 4=Somewhat Important; 2=Not Important
Comments	<ul style="list-style-type: none"> <li>▪ She has demonstrated a more initiative attitude and leads others with projects in the office.</li> <li>▪ Organizational/logistics; organizational development and training; organizational leadership; master’s program.</li> <li>▪ No improvement in performance in the classroom, in curriculum development, etc. IMPORTANT: This feedback is based on ONE employee and may have nothing to do with the BVE.</li> </ul>

In the future, students will be surveyed at the completion of the program cycle, and alumni will be surveyed every six (6) years as part of the program's self-study process.

E. Program Effectiveness.

In the Spring of 2004 BVE alumni who had completed all degree requirements were sent a survey designed to assess the effectiveness of the program. Of the 130 surveys sent to the graduates, 34 were returned. Seventy percent of the respondents completed their degrees prior to 2003. Eighty percent are employed in the public sector in teacher/trainer positions. Responses to the alumni survey (see Appendix H) indicate that students are very satisfied with the program.

Alumni reported that the BVE degree enhanced their career opportunities. Twenty seven percent received promotions; another 29% had obtained teaching positions and able to supplement their incomes. Over two-thirds of the graduates indicated that the BVE degree program led them to examine new careers.

When graduates were asked what made the greatest contribution to the success of the program, the weekend schedule format was ranked the highest (45%), followed by instruction (35%). When asked to identify courses that were the "most valuable", 40% did not respond while 26% noted the credential courses, followed by EDS 111 (14%) and EDS 112 (11%). Similarly, 58% of the respondents did not identify a "least valuable" course; however, 14% stated that EDS 113 was the least valuable. Graduates responding to the survey are generally pleased with the BVE curriculum.

Alumni had various suggestions for improving the program including a need for career counseling, consistency between sections and instructors, improved supplemental materials, a graduate program, lower fees, on-line courses, more off-site locations, financial assistance and better facilities.

Teaching and Learning.

Alumni were asked to respond to specific questions on teaching and learning using a 5 point Likert Scale. Most responses to questions about teaching were either "excellent" or "above average" including the quality of instruction (94%), accessibility to instructors (88%), and effectiveness of advising and support from CCE staff (82%). It should be noted that 100% of the respondents rated the responsiveness of BVE instructors to the needs of adult learners as "above average" or "excellent." Eighty-five percent of the BVE alumni noted that the program enhanced their leadership skills and their ability to work with diverse groups.

Similar results were reported in the area of personal and professional growth. Over 85% of the alumni noted that the program provided opportunities to network with other professionals, improved their communication with co-workers, and increased their self confidence. Fewer (65%) noted that the program enhanced job satisfaction which would be more of a by-product than a direct result of instruction.

#### University Learning Goals and Program Standards.

Samples of student work for all courses in the major were reviewed by two faculty review committees in 2004/2005. Phase I, covering EDS 102 – 107, was done in summer, 2004 with a mix of full-time and part-time faculty. They were: Dave Raske, Professor, Special Education, Rehabilitation & School Psychology; Bernice Bass de Martinez, Professor, Teacher Education; and William Hughes, Part-time Faculty. Phase II, covering EDS 109 – 115 and HLSC 136, was done at the end of fall 2004 with all full-time faculty. They were: Bernice Bass de Martinez; Sherrie Carinci, Assistant Professor, Teacher Education; and Scott Modell, Associate Professor, Kinesiology & Health Science. The initial reflections of the committees will be shared and reviewed with the BVE faculty at the first faculty/staff team meeting in fall 2005. The committees did, however, make some general observations about various levels of student performance, student writing skills, program structure, curriculum overlap and course format.

#### F. Consistency in multiple sections.

The BVE program holds faculty/staff meetings regularly (each semester) so that individual faculty members are able to discuss the consistency over multiple sections and geographic locations, continuing appropriateness of course objectives and methods by which to assist student in achieving them.

#### H. Changes to improve the effectiveness of the academic program outcomes.

*Levels of Student Performance:* There are some students who enroll in only some of the courses and do not plan to complete the major. Rather they are enrolled because they hold a preliminary Designated Subjects Adult/Vocational Education teaching credential and must successfully complete specific courses to clear their credential. The different student populations bring different preparation, ability and commitment to their coursework. Faculty have to address the various levels of student preparation as they teach in the program. The committee believes that the credential students may need more developmental work before enrolling in major coursework. The committee recommends that this issue be brought to the faculty at its first meeting in the fall of 2005.

*Writing Skills of Students:* The committee found in its initial review of student work that students in the program have uneven writing skills, and in some cases, unevenness in both expectations and attention to writing skills by program faculty.

The findings of the committee support the continued exemption granted in 1994 to defer the EPT/ELM for BVE students. As a group of older returning students, BVE majors have an opportunity to take courses in the major (which was the initial attraction to returning to college) and then demonstrating their ability to pass the EPT/ELM before continuing with upper division GE coursework. This practice exemplifies the theory of adult learning (andragogical theory). Taking the BVE courses, being part of a supportive group (students, staff and BVE faculty), gives the BVE students the confidence that they lack when they enter the program and prepares them to persevere and stay to complete all of the university degree requirements.

*Program Structure:* Although the 39 units required in the major are designed to be taken in sequence, students enrolled in courses at Sacramento State may enter the program at various points in time. While it might appear that students would benefit from following the course sequence, after years of experience, it has been observed that the BVE student is more successful once he/she has had the opportunity to spend time with other adults who are also returning to school after a long extended period. The confidence that the BVE students acquire while completing the program courses sustains them as they complete the other degree requirements.

*Curriculum Overlap:* The committee discovered that there is some curriculum overlap. It recommends to the program administration that all instructors be required to post their syllabi, including assignments and rubrics, on the web. In the fall of 2005 faculty should be asked to review the syllabi and to submit their concerns in writing to the BVE program for discussion at the first faculty meeting.

*Course Format:* Students enrolled in the BVE program enroll in one major course a month. Typically the courses are offered over three weekends, but not consecutively. Classes are not held the third weekend so students may work on course projects and presentations. However, some courses have been offered three consecutive weekends. Upon reflection the committee believes that the three weekend model does not allow enough time for students to work on course projects.

#### I. General Education Courses.

The BVE program does not offer general education courses. Instead, the BVE students fulfill their nine units of upper division General Education in residence as traditional, on-campus students. At off-campus locations where coming to campus is geographically prohibitive, upper division general education

(UDGE) is delivered on-site via special session. UDGE course selection is based on what is best for the cohort. Once the GE areas needed are identified and the UDGE course possibilities have been selected, the academic departments are contacted and will recommend faculty to teach the courses. In almost all of the UDGE courses offered, a full-time faculty from the department is used.

J. Cultural Diversity.

1. The BVE student body is probably the most culturally diverse in comparison to other programs. Our recruiters work hard to ensure that our program has a wide appeal to many different students with varying backgrounds and experiences. Faculty are encouraged to ensure that their course content is current and representative of the current workplace (in other words, that it reflects the cultural diversity of California's workplace). Additionally, the program includes two courses that specifically address issues of diversity: EDS 104, "Teaching Diverse Persons in Vocational, Technical and Adult Education" and EDS 114, "Multicultural Vocational/Technical Education for a Pluralistic Society".
2. Most of the students in the BVE program are older, returning students (students who have been in the workforce for a number of years and who are not recent high school graduates). Students are encouraged to use (and in some cases are referred to) university services as appropriate: the Writing Center, the Counseling services and SSWD (Services to Students with Disabilities). Additionally, the initial course of the program core includes components such as a library orientation and the infusion of subject matter literacy skills.
3. The majority of the BVE students come to the program after having years of experience in the workforce. While they may have developed skills that have helped them to live and work in a diverse society, as program students they are still required to take and successfully complete the two courses that were designed specifically to address issues of diversity in the workforce as well as life in general (EDS 104 and EDS 114).

K. Minor, Concentration or Certificate.

There is no minor, concentration or certificate in the BVE program.

III. STUDENTS

A. Student Profile.

*Note: Data on BVE program and students is not collected by the Office of Institutional Research. The data in the following sections has been manually collected by the College of Continuing Education BVE program.*

The Bachelor of Vocational Education students are not the traditional student. They are older with an average age of about 45; predominantly women (women outnumber the men 2:1); and work full time with years of experience in their fields. They are juggling busy schedules and have family, career and community commitments that the traditional students do not face. Many have not been to college in over 10 years and have fears about returning to college. Although successful in their careers, many of the BVE students are apprehensive and lack the self-confidence. Many of the students have said that this was the first program where they were told that “they could do it”.

The College of Continuing Education has extensive experience in delivering courses and programs to the working adult in alternative study formats. The typical student profile for the BVE student is shown below:

Table 2  
BVE Student Profile

Age Range	30 – 70 years of age
Average Age	45 years of age
Median Income	\$45,000
Professions	teaching/training, early childhood education, supervision/management, fire and law enforcement, office occupations, information technology training/consulting, culinary arts, human resources.
Years Since Last in College	10-15 years

Gender and Ethnic Composition: Additionally, the BVE program has collected ethnic/gender data (2001 to present), which it reports to the College of Education each year. The BVE program also collects and reports age to give a more accurate profile of the BVE student. The information is presented below:

Table 3  
Ethnic/Gender Data

Year	# Admitted	Average Age	Gender	Ethnic/Origin
2001/2002	87	45	30% Male 70% Female	17% Declined 53% White 30% Ethnic
2002/2003	81	44	37% Male 63% Female	17% Declined 37% White 45% Ethnic
2003/2004	90	46	33% Male 67% Female	15% Declined 42% White 42% Ethnic
2004/2005	77	42	34% Male 66% Female	45% White 13% Declined 42% Ethnic

Retention and Graduation Rates: Retention rates in the major courses are very high. What we do not know is the retention rate once the students finish the courses in the major. Our graduates are tracked, but we do not have data on our early BVE students. We have started to go through all of the records so that retention and graduation rates can be determined. We have begun to contact some of our students to find out why they stopped, what support we can offer so that they can finish their degree, and to give encouragement and assistance in getting readmitted.

Part- and Full-time Enrollments. BVE students in the Sacramento-based program can choose to take each course in the major in the one-year cycle as scheduled, or they can opt to take the courses at a slower pace. There are some students that express concern over the accelerated schedule and state their intention of taking only a few courses to start. This is understandable since many of our BVE students are returning to college after a very long absence. What we have found, however, is that the students form cohorts and take all of their courses within a year to a year and a half. The natural cohorts that form each semester have been critical to the integration of these students back into higher education.

Native and Transfer Students. The BVE program is a degree completion program. All students are admitted as transfer students. Some students, however, do not meet the admissions requirements for transfer students. They are advised to petition and admit under MAP (Mature Admission Policy).

Virtually all BVE admits are 25 and over and are eligible under the Mature Admission Policy.

B. Student Academic Performance.

*Note: Data on BVE program and students is not collected by the Office of Institutional Research. The data in the following sections has been manually collected by the College of Continuing Education BVE program.*

Grading Distribution: Data not available.

GPA: Data not available.

*Students on Probation:* There are typically 1-3 students per semester on probation. The Faculty/Academic Coordinator contacts the students and schedules an advising appointment. In most cases, extraordinary life circumstances are usually the cause.

WPE Pass Rates: Students' writing skills are formally assessed early in the BVE program through the Writing Proficiency Examination. The results of the WPE provide guidance for BVE staff in the individual Program Advising process. Approximately 70% of the BVE students pass the WPE on their first attempt; of the 30% that do not pass, approximately 28% pass on their second attempt. Students failing to pass the WPE and needing to improve their writing skills are mentored by faculty, referred to workshops offered by the Writing Center, and/or referred for completion of a basic English skills class at the community college. The BVE advisor is there to assist the student with options, including going to the WPE website to study and learn more about the exam, encouraging the student to take the WPE prep course and assisting the student with enrollment in ENGL 109W.

Preparation for upper division/graduate coursework: All BVE admits are either transfer students or MAP admits. Most, if not all, of their lower division coursework has been completed at the community college. Students in the program transfer to the BVE already prepared for upper division coursework.

Over the years, many students in the program have asked about a graduate program. In fact, a petition with over 100 names/signatures was signed and presented to Dr. William Harris, then Faculty/Academic Coordinator, asking for an advanced degree in vocational education. A handful of BVE graduates have gone on to graduate programs, not willing to wait. Most have applied to the M.A. in Education with options in Educational Leadership, Career Counseling, Special Education, and Behavioral Sciences in Education.

### C. Student Academic Support.

The clientele to be served in the BVE program reflects the professions of teaching and supervision in adult/vocational programs, and practitioners in occupational areas that are projected for growth. All BVE candidates are required to have at least five years experience in a designated occupational field prior to graduation (Swan Act). Similarly, all of the candidates for the Designated Subjects Adult/Vocational Education Credentials must have completed five years of related work experience. Prospective students will be advised to complete their general education requirements at their local community colleges or universities prior to enrolling in the BVE upper division major courses.

Student advising time is allocated for both the on- and off-campus BVE programs. The Faculty/Academic Coordinator and the Academic Advisor set aside on-site office hours and are available through telephone/e-mail/fax. On-going, academic advising has been a key element in the success of the BVE program.

Faculty play a significant role and are directly involved in student advising. Students are able to communicate with faculty by phone or email. In addition, students in the off-campus programs have a wide variety of services available to them. Students needing financial aid advising can come in or contact the financial aid counselors by phone or email.

The BVE program also provides Swan Portfolio advising. The past Faculty/Academic Coordinator, Dr. William Harris, is a member of the Board of Examiners for Vocational Teachers. In addition, the Program Manager for degree programs, Jill Matsueda, is also on the Board. Students submitting Swan portfolios must go through advising, either group or one-on-one. It is important to note that in the history of the BVE, not a single Swan portfolio has been rejected by the Board.

### D. Student Professional Development.

Adult/Technical/Vocational educators are active in several professional associations. Below are two related to vocational education, however, most of the BVE students take part in professional development activities that are directly related to their trade (subject area/s on their designated subjects credential). Part of their Swan Portfolio (credit for work experience) is dedicated to Professional Development. They are rated on coursework taken at post-secondary institutions; membership and/or office held in professional organizations that are related to teaching; literature/research activities that contribute to professional growth; membership or committee work in professional organizations that are related to their trade; trade advisory committee work, on-site visitations, or subscriptions to trade specific

magazines and newsletters that keep them current in their field; and informal training (in-service and workshops) taken within the last five years (currency).

*SkillsUSA (formerly VICA)* --A national organization serving more than 279,771 high school and college students and professional members enrolled in training programs in technical, skilled, and service occupations, including health occupations. It emphasizes total quality at work, high ethical standards, superior work skills, life-long education and pride in the dignity of work. SkillsUSA also promotes understanding of the free enterprise system and involvement in community service activities. Dara Dubois, a BVE graduate, is the California SkillsUSA Director.

*CCAЕ* -- The California Council for Adult Education takes the leadership role in promoting adult education, providing professional development, and effecting change to best serve the needs and interests of adult education, the CCAЕ membership, and the people of California. The out-going CCAЕ President, Chef Bui, is a graduate of the BVE program. (See Appendix J) The current President, Nancy Compton, is an adjunct faculty in the BVE program.

#### IV. FACULTY

The BVE faculty represents a team of full-time and part-time instructors who are skilled in the art of teaching as well as experts in their applied subjects and research areas. Because CCE does not employ full time faculty positions, BVE program faculty are selected from appropriate campus departments and colleges. The primary factors influencing who teaches these courses are the course subject, learning objectives, outcome measures, instructional methods to be used, schedule of class meetings, and location of class meetings.

All instructional faculty are hired to teach one course at a time for CCE. Sacramento State faculty who are teaching in self-support courses offered during the academic term are limited to a 25% overage above their normal academic year workload as defined in Article 36 of the MOU, Additional Employment. In cases where the overage is greater than 25%, approval is requested to the Office of Academic Affairs.

All full-time, tenured-track faculty as well as part time faculty are approved for teaching by their home department before they receive teaching contracts from CCE.

##### A. Faculty Profile.

For the 2003-05 years, a core of 11 full-time and 24 part-time faculty were scheduled to teach in the BVE program. The part-time faculty are approved

instructors across eight departments in four colleges. Table 4 shows the home department and college composition of the faculty.

Table 4  
Faculty by Home Department and College

Faculty	Home Academic Department	Home Academic College
Full Time	<ul style="list-style-type: none"> <li>▪ Special Education, Rehabilitation and School Psychology</li> <li>▪ Teacher Education</li> <li>▪ Educational Leadership &amp; Policy Studies</li> <li>▪ Kinesiology &amp; Health Sciences</li> <li>▪ Foreign Languages</li> <li>▪ Women’s Studies</li> </ul>	Education Education Education Health & Human Services Arts & Letters Social Sciences & Interdisciplinary Studies
Part Time	<ul style="list-style-type: none"> <li>▪ Special Education, Rehabilitation and School Psychology</li> <li>▪ Teacher Education</li> <li>▪ Educational Leadership &amp; Policy Studies</li> <li>▪ Recreation &amp; Leisure Studies</li> <li>▪ Social Work</li> </ul>	Education Education Education Health & Human Services Health & Human Services

Faculty for the BVE program are carefully selected to sustain a balance of men to women. It has been more of a challenge to ensure the ethnic diversity among the faculty, but the program continues to seek qualified individuals to teach in the program. All information presented in Table 5 were collected for purposes of this report.

Table 5  
Faculty Profile: Full Time and Part Time by Gender and Ethnicity

Faculty	Gender	Ethnicity
Full Time	Female = 6 Male = 5	Caucasian = 7 African American = 4 Mexican American = Asian American = Unknown =
Part Time	Female = 11 Male = 13	Caucasian = 16 African American = 1 Mexican American = 1 Asian American = 1 Unknown = 5

Table 6 shows the Faculty-Student ratio from fall 2002 to spring 2005. Analysis from these data show that BVE students enjoyed relatively small class sizes with the average class size of 25 students. The goal of the program is to provide a highly interactive learning format that encourages faculty and students to exchange ideas, engage in discussion and formulate application models of theory to classroom teaching or worksite training.

Table 6  
Faculty-Student Ratio 2002-2005

Academic Year	Faculty Category	Number of Courses & Instructors	Total Enrollment
2002-03	Full Time	18	583
	Part Time	21	702
2003-04	Full Time	23	556
	Part Time	26	610
2004-05	Full Time	21	478
	Part Time	32	598

B. Assessment of Faculty Ability to Offer Curriculum and Support Program Goals.

The mix of faculty for the BVE program reflects the nature of the vocational education profession. In general the part-time faculty members work professionally as vocational teachers or as support services providers in the vocational education and training environment on a full-time basis. They possess knowledge in specific skill areas as well as classroom and laboratory management. The full-time faculty brings expertise in instructional planning, implementation and evaluation and classroom and laboratory management. At the end of every course, a course evaluation is administered and results are tabulated, reviewed and shared with faculty with the understanding that reasonable adjustments will be made, when and if appropriate (see Appendix K).

In addition, faculty play a significant role and are directly involved in student advising. Students are able to communicate with faculty by phone, email or in person. Overall, students and faculty enjoy the high level of interaction that exists in this program.

Table 7  
Full-Time and Part-Time Faculty Biography Snapshot

**Rita Cameron Wedding Ph.D.** is the Coordinator of Women's Studies and a professor of Women's Studies and Ethnic Studies at Sacramento State. She received the 2004 Outstanding Teacher of the Year Award for the College of Social Sciences and Interdisciplinary Studies at Sacramento State. Dr. Cameron Wedding is serving her second term as a Governor's appointee to the California Commission on the Status of Women.

**Sherrie Carinci, Ed.D.**, is an Assistant Professor for the College of Education and Graduate Coordinator for the Behavioral Science Women Studies Education Master's Program at Sacramento State. Dr. Carinci earned her doctorate from the University of San Francisco in International and Multicultural Education with an emphasis in Gender Equity. Her dissertation "Gender Equity Training in Selected California Preservice Teacher Preparation Programs" examined the many social constructs involved with the inclusion of gender equity training provided to educators. She holds an MBA in Human Diversity Management from California State University, Long Beach. Dr. Carinci's other research and areas of interest include: women/education/work, diversity in the workplace, multicultural education, sexual harassment in the academic setting, adult/vocational education. She was awarded Teacher of the Year 2002-2003 for the College of Education.

**Bill Harris, Ph.D.**, is Professor Emeritus in the Department of Special Education, Rehabilitation & School Psychology at Sacramento State and the Academic Coordinator for the Bachelor of Vocational Education Program. He also currently assists in organizing the evaluation process for NCATE and the Commission on Teacher Credentialing Program Review for programs in the Sacramento State College of Education.

**Bill Hughes, M.S.C.**, served as Vice Principal at the Charles A. Jones Skills and Business Education Center. He has over 18 years of employment program training experience with an emphasis on career development in vocational education, school-to-work, ex-offender bridges to employment and foster youth. He also has several years experience as a public school administrator, school counselor, and vocational education teacher. Mr. Hughes holds credentials in preliminary administrative services, pupil personnel services, instructional supervision and coordination, designated subjects vocational education and adult basic education.

**Evelyn Eagleton, M.A.**, is the Assistant Superintendent of Career and Alternative Education for the Merced County Regional Occupation Program. She has worked for the Merced County Office of Education for

thirty years in various positions including principal/coordinator, curriculum coordinator, mentor and teacher. Since 1993, she has taught subjects related to the Designated Subjects Teaching Credential at Sacramento State. Ms. Eagleton earned her masters in School Administration from Fresno Pacific University.

### C. Faculty as Teachers.

When faculty are hired to teach in the program, they are given the learning objectives for the course that they are to teach. They are expected to develop assignments in their respective courses that can be used to assess student achievement or the learning objectives. They are also expected to include the learning objectives and their assignments on the syllabi. In an effort to review the entire curriculum for adherence to this requirement, all syllabi were reviewed during the spring and summer in 2004. After this initial review, course syllabi have been reviewed annually.

BVE faculty utilize proven classroom instructional formats including traditional lecture, interactive exercises, small group discussions, group research projects and student presentations using Power Point or other technology. Faculty use several means of evaluating student learning such as in class writing assignments, informal group discussions, one on one meetings and group presentations. In addition, course evaluations are required at the conclusion of all classes. The results are analyzed by the faculty coordinator and CCE program administrator. Individual faculty also receive a copy of the evaluation summary. Appropriate modifications are made based on analysis and discussion.

*Faculty program involvement:* In spring 2004 several faculty commented on the need for regular faculty group meetings to consider program improvement issues. In response, a faculty/program staff meeting was convened on May 12, 2004. The BVE program has committed to scheduling faculty/program staff meetings each semester. Regular semester meetings for the program offer a venue to faculty, program staff and special guests such as employer groups to discuss program improvement ideas and opportunities.

For faculty, the key issues for program improvement included:

- course overlap
- consistency of course syllabi for courses taught by multiple faculty
- consistency of text books and course materials to reduce overlap among courses

- effective teaching methods
- use of electronic portfolios in addition to hard copy portfolios
- best practices in working with the diverse student population
- ways to improve student writing output
- ways to improve student analytical skills
- consistency of class meeting times and breaks
- scheduling of upcoming teaching assignments, class size and course location

These issues are being addressed in a collaborative and constructive manner. Work teams made up of faculty and program staff reviewed common issues and investigated solutions and pathways for improvement. Changes or actions are undertaken by lead faculty or program staff, evaluated and reported back to the group for final comment.

#### D. Faculty as Scholars.

Vocational education is a dynamic field of applied study. Advances in the workplace in which vocational education must emulate are fast moving. Faculty must keep pace with these changes in order to ensure that their students are prepared properly for their future teaching assignments.

Full-time tenure track faculty have well documented currency on their vitas. Many attend multiple seminars and conferences as participants and presenters. They also serve on advisory boards, lecture for professional or community groups, and consult in their fields of expertise. Publications in referred journals and regional magazines or printed materials are also evident. Data on full-time faculty activities and projects are maintained in their home departments and colleges (available on request from their home departments).

For part-time faculty, they are not evaluated on their scholarly and creative activities. However, many update their course materials and teaching methods with methods and techniques received from in-service training programs at their work sites, schools or professional associations. These changes are discussed in faculty meetings as a way to share new ideas with colleagues. Many also serve on advisory boards, lecture for professional or community groups, and consult in their fields of expertise.

After careful review of the full-time and part-time faculty resumes, it is clear that each is qualified to teach in the BVE program (see Appendix L). Faculty are encouraged to attend educational opportunities and conference that may enhance their teaching for the program.

V. GOVERNANCE PROCESS AT THE PROGRAM, COLLEGE AND UNIVERSITY LEVELS

The BVE program is delivered in partnership between the College of Continuing Education and the College of Education. The responsibilities and duties are clearly defined and agreed to by the two colleges. In addition, all BVE program faculty are governed by their “home” department policies and procedures. As the BVE program grows, it is anticipated that a faculty handbook describing the program rules and procedures will be necessary.

The Faculty/Academic Coordinator for the program is selected from the Special Education, Rehabilitation and School Psychology Department of the College of Education. The Coordinator works closely with the CCE Administrative Analyst/Specialist II-Exempt who is responsible for overseeing the operations of CCE’s degree completion programs. This model encourages the Coordinator to focus on the instructional quality of the program, faculty recruitment and currency of the curriculum. The CCE AA/SII-E leads a team of student support professionals who assists students with administrative questions, provides support to faculty and works closely with student affairs service groups on campus and accrediting bodies like the Western Association of Schools and Colleges (WASC). The following describes the responsibilities of CCE and those of the Faculty Coordinator representing the Department of Special Education, Rehabilitation and School Psychology.

Table 8  
Program Responsibilities Provided by the College of Continuing Education

<p>ADMINISTRATIVE SERVICES</p> <p>Student Registration and Cashiering Services</p> <ul style="list-style-type: none"><li>• Produce, print and distribute all necessary registration forms.</li><li>• Develop, document and maintain online registration system.</li><li>• Provide student and faculty customer service such as confirming course offerings and availability, classroom directions (including maps), explaining the registration process and answering general university questions.</li><li>• Register all students into registration system. (Special Sessions)</li><li>• Provide drop and refund services according to the Drop and Refund Policy</li><li>• Collect all payments and process those payments into campus cashiering system.</li><li>• Mail registration confirmation to students</li><li>• Maintain hardcopy record of all registration transactions.</li><li>• Coordinate financial aid services with the Financial Aid Office and monitor financial aid status, payments and processing schedules for students.</li></ul>
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#### Instructor Payment

- Prepare, monitor, and issue instructional agreements and instructor contracts.
- Provide customer service for instructors that includes answering questions, and resolving instructor pay issues.
- Prepare and process instructor payroll vouchers.
- Prepare and process travel reimbursement.

#### Fiscal Management

- Prepare program budget, including course/program expense and revenue spreadsheets.
- Submit all fee requests and fee increases for review and approval by the Student Fee Advisory Committee.
- Build, maintain, and audit fee table.
- Run, analyze and prepare reports for distribution calculations.
- Collaborate with Academic Resources regarding financial returns to the Academic Departments.
- Negotiate and periodically renegotiate contracts with program partners to obtain appropriate revenue for services rendered.

#### Purchasing Services

- Process all appropriate travel, supply (e.g., books, class materials, and copyright approvals), services (e.g., refreshments) and equipment purchase forms.
- Provide world class international travel insurance for all faculty and administrative travel (International Programs only)

#### Provide on-line course maintenance

- Add, drop, change, and reschedule courses.
- Notify students of the course information.

#### ACADEMIC PROGRAM DEVELOPMENT

- Work with CBA to develop programs as needed from the point of program inception through planning stages, implementation and deployment

#### ACCREDITATION SERVICES

- Incur and process all costs associated with the accreditation process (includes: submission fees, site-visits, duplication fees, courier fees, etc.)
- Provide oversight and assistance on all reporting requirements (includes: data gathering, data steward, proposals creation, editing, and finalization)
- In cooperation with Academic Affairs respond to any and all developments and changes to policies governed by accrediting agency (WASC Western Association of Schools and Colleges)

## MARKETING SERVICES

- Perform market studies, as needed.
- Create marketing plan.
- Design, produce, and print or electronically disseminate all program marketing materials.
- Create program specific brochures.
- Obtain program specific e-mail lists and other methods, distribute advertising/marketing materials.
- Include program promotion in the semesterly CCE catalog and summer newsletter, distributed to over 150,000 homes and businesses.
- Attend education fairs and expositions to explore potential markets and promote programs.
- Coordinate marketing plans and materials with University marketing to ensure consistency, avoid duplication, and participate in joint marketing opportunities with the university and/or other divisions, colleges, and departments.

## STUDENT SUPPORT SERVICES

- Answer student phone calls and e-mails about various programs, support the application process and assist with questions on transcripts and grade postings.
- Provide dedicated personnel and process for quality assurance and compliance.
- Champion Special Sessions and Distance Learning student needs to other campus units.
- Collaborate with Enrollment Services to resolve various student enrollment problems.
- Collaborate with Financial Aid to resolve various student issues related to check disbursement. (CCE is a satellite cashiering and financial aid check disbursement operation for the campus.)
- Work with campus Testing and Evaluation Services to arrange for WPE examinations for off-campus students.

## LOGISTICS SUPPORT FOR ON GROUND AND ONLINE CLASSES

- Deliver books and class materials to students attending on-ground classes.
- Set up physical classroom accommodates before each on-ground class meeting as needed.
- Coordinate refreshment catering for on-ground class meeting times as scheduled.
- Register students on site for on-ground classes.
- Register students on line for online class meetings.

- Provide technical hardware/software support for instructors and students.
- Provide online learning systems for scheduled class meetings through the Macromedia Breeze and Macromedia Breeze Live platform.
- Provide online learning system support for students and faculty.

Table 9  
Program Responsibilities of Faculty Coordinator and Sponsoring Academic Department

#### COURSE SCHEDULING AND FACULTY SELECTION/TEACHING ASSIGNMENTS

- Work collaboratively with the CCE BVE Team to confirm the Sacramento BVE schedule and Bay Area General Education schedule for Fall 2004 – Summer 2005. Meet deadline specified by CCE Degree Program Manager.
- Work collaboratively with the CCE BVE Team to build the faculty pool with appropriate teaching faculty, including on-campus, full-time faculty and adjunct instructors with the depth of experience in adult/technical/vocational education. Potential faculty must satisfy the standards and policies of the College of Education and the Department of Special Education, Rehabilitation, & School Psychology.
- Provide orientation to new program faculty on curriculum objectives and instructional administration calendar.

#### STUDENT ADVISING AND SUPPORT

- Advise continuing students as needed, to assess individual progress/performance in fulfilling program requirements.
- Advise students on the SWAN portfolio.
- Consult with BVE Advisor and/or Degree Programs Manager regarding student problems as they arise.

#### COMMUNICATION WITH BVE TEAM

- Communicate with CCE BVE program team on program issues and student needs/concerns.

#### BVE ASSESSMENT

- Participate in the preliminary review of courses in the major for BVE program assessment.

BVE FACULTY & COMMUNITY MARKETING AND ADVISORY COMMITTEE (CMAC) MEETINGS

- Chair/Lead BVE faculty meetings scheduled each semester.
- Attend/participate in the CMAC meeting scheduled each semester.

*Student program involvement:* Feedback from students confirms that the current class instruction and work assessment methods are effective and fair. Several students were invited to attend a faculty meeting on February 10, 2005. They commented on the broad application of what they learned in the program to their subject area professions, the value of the program on a personal and professional basis and the life long value of their accomplishments.

Student A: There are new areas for fire service personnel not in existence 10 years ago. Areas such as Homeland Security and Emergency Management are new growth areas for fire service. This program should be conveyed to a broad degree to fire service since so much training and teaching occurs on a daily basis.

Student B: I enjoyed the interaction with other teachers/trainers and students in the program. I was able to observe other adult learners in my profession and gain new insights and ideas to put into use in my teaching environment. As a result of class interactions with so many different people, I have a better appreciation of the career opportunities for me that I didn't know about before.

Student C: I enjoyed the networking and realized I was not alone in my profession. I am indebted to Bill Harris's help. The classroom discipline techniques modeled by the faculty were very insightful.

Student D: I also felt relieved to share my education experience with other adult students who were pursuing a common goal to get their degree. The program staff helped me with many issues and helped me improve my self esteem as returning adult student.

Student E: I learned a lot about learning styles and the diversity of learners. I use these communication approaches in my professional life and personal situation everyday.

Student input is highly valued in the BVE program. On going suggestions from students about improvements to the courses, future of the program,

recruitment of students and recommendations for program structure to the Faculty Coordinator and program administrative staff are collected and shared in weekly group meetings. Currently, a master's degree in education with a specialization in vocational education is being developed. This action was directly tied to student demand and discussions about how important such a program would be. As the BVE program grows, it is anticipated that the student handbook will need to be revised and include the rules and procedures for the masters program.

*Relationship of program with university and college:* In 1992, the College of Education, Department of Special Education, Rehabilitation and School Psychology, and the College of Continuing Education began work on developing a Bachelor of Vocational Education. The BVE has developed a deep bench of subject matter expertise, university resources and administrative infrastructure to support the major, students, faculty, field professionals and employees. The demand for degreed industry professionals and credentialed teachers in the vocational fields has continued to grow. Sacramento State University had the foresight to anticipate the need and provide the workforce with leaders, trainers, and teachers who are credentialed to train and lead the global and highly technical industries of the present and future. The use of dynamic, interactive and cutting-edge instructional strategies, rigorous and relevant curriculum to prepare career, technical and vocational education teachers, trainers and leaders is at the center of the BVE program's success.

## VI. INSTITUTIONAL SUPPORT/RESOURCES

### A. Library.

The proliferation of online resources has elevated access for students to a new level. This is of particular importance to our BVE students who work full-time or who participate in one of the off-campus program sites. By connecting through the Internet from home, work, or classroom, a student can use the Library at his/her convenience 24 hours a day, 7 days a week. In addition, distance learning students can send reference questions directly to a librarian by email or connect live with a reference librarian.

The Library's Distance Education Librarian/Online Curriculum Library Services will give personal assistance in finding research topic materials. Although all of this can be done online, students at off-campus locations are always encouraged to visit the Library. Students are also able to use the libraries at their local California State University campus and area California community colleges by using their Sacramento State ID cards (One Card).

In addition, the Sacramento State Library, working with the BVE program, provides a Library Introduction and Orientation session for BVE students as a component of their initial course in the program. This session not only

emphasizes student writing skills, but it also emphasizes the use of the Library system (both online and on campus) and available technology in the search component of the writing process.

Overall, Library services have changed significantly, and they are much better at accommodating the non-traditional student and adjunct faculty. Geographic accessibility is no longer a consideration with so many resources available online.

#### B. Computer/Technology.

The use of technology for communication is essential to the BVE Sacramento and off-campus programs. Students need to have email accounts and access to the internet in order to receive information from the program listproc. Students also need Saclink accounts in order to access the online databases through the Library and other services available to students. CCE sets up listprocs for communication and creates/issues Saclink (email) accounts as a service to the students.

Students in the BVE program take one course (EDS 113, Introduction to Computer Based Teaching Strategies in Vocational/Technical Education) requiring a computer lab. CCE's new two-story building is equipped with four state-of-the-art computer labs with high-speed internet connections. When the program is delivered to off-campus groups, similar labs are rented, e.g., Eden Area ROP (Hayward), Laney College (Oakland) and Merced College (Merced).

BVE students, like all main campus matriculated students, have access to the computer labs on the Sacramento State campus. Students using their valid SacLink account name and password may access network services, and have a long list of installed software available to them. In addition, students may load programs or data onto a UCCS Computer Lab work station from the network or from local media.

Although BVE students have access to computer labs, CCE has found that very few students, if any, in the BVE program feel the need to use the labs as most either have their own computers with internet access or have a computer with internet access available at their worksites.

Several of the BVE courses are currently being considered for the online environment. The College of Continuing Education (CCE) has the infrastructure to support internet-based, distance education courses and programs. CCE has its own online services unit, and has the capacity to provide services to thousands of online students, including help desk support. In addition, CCE's online services unit oversees the training of the faculty on the distance learning medium.

### C. Student Support Services.

Advising. The BVE program has dedicated staff resources to advising. CCE supports a 1.0 Student Services Professional I (SSPI) to provide advising to students in self-support degree programs. Currently, the BVE program advising makes up about 40-50% of the SSPI position. Students are advised prior to applying, at the beginning of their program, (new student orientation) and throughout the BVE educational career. Students are encouraged to contact the Advisor each semester, especially when selecting general education courses.

Career Counseling: Alumni had various suggestions for improving the program including a need for career counseling. In 1998, CCE made a commitment to offer Career Counseling services to all CCE students at no charge. Students in degree and certificate programs were eligible to take two free workshops geared at resume writing and interviewing techniques. This service, which was provided for several years, was discontinued because there was very little interest.

When BVE students seek career counseling, they are referred to the Career Center. BVE faculty, however, play an important role. The part-time faculty are closely tied to the industry and possess the information that many of our BVE students are seeking. For example, vocational teaching vacancies are passed on to our students over the listproc and announced in class.

Program Support. The College of Continuing Education (CCE) has the infrastructure to support both Sacramento-based and off-campus degree programs. CCE's degree programs unit has years of experience in providing support to students. CCE representatives, Administrative Support Coordinator, Off-Campus Registration Staff, and Academic Advisor, are present on the first night of each course through the duration of the program to meet and assist students with any problems they have due to their separation from the main campus. CCE coordinates and assists students with all the student services they would normally have to obtain from campus.

Close attention to the progress of the students and to any expressions of concern from them is essential. The designated Faculty/Academic Coordinator (faculty assignment) and CCE program staff will be alert and responsive to individual and collective concerns. Students in the off-campus BVE programs receive all of the information that students in the Sacramento-based programs obtain from both the academic department and CCE. When timely, such information/material will be provided on-the-spot (i.e., on those weekends when the classes are held).

Both oral and written communication will be utilized to convey essential information. Information and support services, such as course schedules, advising, registration, etc., will facilitate the timely progression of students

through the program. A listproc for the BVE students is set up for their use as another way of transmitting information and communicating efficiently. An extensive and initial advising session is scheduled to provide an overview of the program and to outline all program and graduation requirements. Special efforts are made to underscore all of the essential activities, tasks, and responsibilities necessary for graduation and to provide suggestions for students gaining some measure of control over their educational program.

Services to Students with Disabilities: In accordance with the Americans with Disabilities Act, Continuing Education provides the following services to students with disabilities: notetakers, sign language interpreters, readers and test proctors. BVE students are assessed and documented at the SSWD Office at Sacramento State, but arrangements for services are done at CCE.

Veteran's Benefits: The BVE program is approved for training of veterans.

Writing Center: As stated earlier, the BVE program has adopted more focused attention to providing access to writing skill development for students reflecting "uneven writing skills." Students' writing skills are formally assessed early in the BVE program through the Writing Proficiency Examination. The results of the WPE provide guidance for BVE staff in the individual Program Advising process. Students failing to pass the WPE and needing to improve their writing skills are mentored by faculty, referred to workshops offered by the Writing Center, and/or referred for completion of a basic English skills class at the community college.

Community Resources: The Bachelor of Vocational Education is a vehicle to provide the graduate with a full tool box of knowledge and skills applicable to their world of work. BVE students often come to the program with skills and expertise in their area of specialty based on their credential. However, they do not have the knowledge of relevant resources outside their field. The BVE, because of the wide range of adjunct and campus faculty, provides community resources directly available to those in all fields represented by BVE students.

BVE faculty and staff have developed a resource network of community resources directly applicable to the BVE student and graduate. The development of the BVE Community Marketing and Advisory Committee (CMAC) continues to provide faculty and staff with, new opportunities, current best practices, and additional resources to the program. The network of CMAC membership includes:

- Re-entry Counseling Office
- California Department of Education
- Sacramento Metro Fire Department
- Los Rios Community College
- Sacramento City Unified School District
- South Sacramento/Green Haven Chamber of Commerce

- Florin Road Community Partnership
- State of California Career Resource Network (CalCRN)
- Sacramento County Office of Education (local LEA for the Commission on Teacher Credentialing)
- California Council on Adult Education
- California Department of Corrections

Members of CMAC have further volunteered their time as Guest Lecturers in order to share their expertise and widen the network that BVE graduates have available to them. BVE faculty and staff are continually seeking additional CMAC members to improve the quality and networking of the BVE experience.

Another resource available to BVE students is the network of the students themselves. All come with personal resources. Strong BVE relationships have been developed with students representing the California Joint Apprenticeship Council (JAC), the California Builders Exchange, Future Farmers of America, SkillsUSA (formerly VICA), California Regional Occupational Programs, over 24 California school districts, private and public agencies, and private businesses. BVE graduates often remain in contact with former classmates who provide relevant resources and an extended employment network.

#### D. Faculty Support Services.

The BVE program draws many of the part-time faculty from the College of Education's part-time faculty pool. Part-time faculty members are accorded many opportunities to interact with the full-time faculty members and to participate in all committee meetings, deliberations, and curriculum development. While the time constraints of employment do not always permit their participation, the opportunity is available; and some do participate.

All the faculty, both full and part-time, are experts in the competency-based teaching methodology required in adult/vocational curriculum, grounded in the historical principles of vocational education, schooled in the regulations of the current five-year legislative cycle of the federal Vocational and Applied Education Act, and aware of issues looming on the horizon of vocational and applied technology education.

#### E. Physical Facilities and Equipment.

CCE's new two-story, 34,000 square foot administration and classroom building is equipped with eight "smart" classrooms and three state-of-the-art computer labs. In addition, the new facility has both large and small conference rooms available with high-speed internet connections. Space is

available for BVE advisory board and faculty meetings. CCE has also carved out space for faculty coordinators. The BVE program has office space for Dr. William Harris, Professor Emeritus and BVE Program Academic Coordinator, where keeps office hours once a week. The Degree Programs staff have been allocated two offices and three cubicle workstations. Two additional workstations have been allocated for future expansion and growth.

F. Financial Resources. (faculty, staff, operating expenses)

1. *Enrollment and faculty numbers support of the curriculum* – As a self-support, fee-based program, the BVE, like any other program at CCE, must cover all direct and indirect expenses. Enrollment has grown steadily over the program history with the largest growth occurring in F.Y. 2001/2002. With that growth, the program expanded the pool of qualified faculty to teach the courses in the major. The enrollment has leveled off since then and the BVE runs at least two sections of each course for the Sacramento-based program and one section at the off-campus cohort programs.
2. *Program staff* – The BVE program has one full-time, dedicated Administrative Support Coordinator (ASCI) who is responsible for all administrative and student support services for the Sacramento-based and off-campus BVE programs. There is also a SSPI-NE, Undergraduate Degree Advisor, who is responsible for recruitment/outreach, orientation, and advising of BVE students. Approximately 50% of the SSPI position is dedicated to the BVE program. The BVE program has also contracted with a Re-Entry Advisor/Counselor for approximately 10 hours per month to assist in the training, transcript evaluation, and recruitment for the BVE program. Overall, an AASI-E is responsible for the overall management of the Degree Programs unit.
3. *Total operating expense budget (include statement about processes used for effective use of budget)* – CCE is a 100% self-support organization. All operating expenses -- staffing, instructional salaries and benefits, room rental, course materials, faculty and staff development -- to name a few, must be considered when program course fees are set. In addition, CCE Degree Programs pays overhead to the University, Chancellor's Office, State Legislature, reimbursement back to General Fund, and an allocation to the academic department and college.
4. *Funding of Vocational Education* -- The financial picture would not be complete without looking at how vocational education is funded. The Carl Perkins Vocational Education Act of 1984 amended the Vocational Education Act of 1963 (with subsequent revisions in 1968 and 1976), provided funding to accomplish two job training goals: economic (Job Training) and social (Equal Opportunity). Although complicated in structure, the funding in Perkins I and II provides for funding with a variety of components at the State and County or District level. Local funding of the

Perkins Grant is through California Regional Occupational Programs (ROP) and Adult and Vocational Education programs in public education.

The funding streams are many and complicated. However, funds from the National, State, and County/Regional level provide vocational education programs for youth and adults. There continues to be an anticipated increase in new openings on national, state and local levels for vocational education teachers in the next ten years. In addition, the mandates of the No Child Left Behind legislation require that all credentialed teachers (including vocational education teachers) meet the mandates with certification with an accredited degree.