

Modesto Junior College
Career & Technical Education (CTE) Advisory Meeting
March 16, 2011
5:15pm-8:30pm
Harvest Hall

Present:

Steve Amador, Instructor, Ag Mechanics (MJC)
Mark Anglin, CTE Project Director/Dean, Ag & Environmental Sciences (MJC)
Nancy Backlund, Instructor, Office Administration (MJC)
Melissa Beach, CTE Project Monitor/Administrative Secretary, College Administrative Services (MJC)
Jeff Beebe, Instructor, Auto Technology (MJC)
George Boodrookas, Dean, Community Education & Workforce Development (MJC)
Don Borges, Director, Ag Science (MJC)
Marlies Boyd, Instructor, Animal Science & Ag Business (MJC)
Jeff Breseman, Labor Relations, E & J Gallo (Tech Ed)
Brent Burnside, Owner, Burnside Body Shop (Auto Tech)
Shirley Buzbee, Instructor, Medical Assisting (MJC)
Hal Carlton, *Retired* Dairy Instructor, Current Almond Farmer (Animal Science)
Sue Clark, Program Specialist, Community Education (MJC)
Samantha Collins, CTE Assistant (MJC)
Todd Conrado, Instructor, Ag Mechanics (MJC)
David Cummerow, Information Services Application Manager, TID, (Computer Science)
Adrian de Angeles, Instructor, Electronics (MJC)
Carmen Fernandez, Interim VP, College Administrative Services (MJC)
Veronica Garcia, Child Development Supervisor II, SCOE, (Child Development)
Sonny Gumm, Instructor, Welding (MJC)
John Haley, Service Manager, American Chevrolet, (Auto Tech)
Greg Hausmann, Instructor, Administration of Justice (MJC)
Julie Haynes, Instructor, Animal Science (MJC)
Mary Anne Henriques, Health, Safety & Environmental Manager, Diamond of CA (Industrial Tech)
Jim Howen, Instructor, Electronics Technology (MJC)
Jim Hurley, Director, Work, Training/Ed Program, Behavioral, Health & Recovery Services, (Human Services)
Julie Kline, VP, Patient Care Services, Sonora Regional Medical Center, (Nursing)
Peggy Kroll, Director, Early College, Tech Prep (MJC)
Phil Labrador, Instructor, Respiratory Care (MJC)
Loni LeCain, Owner, Loni LeCain Designs, (Interior Design)
Terry Lyle, *Retired* Respiratory Care Director, (Respiratory Care)
Michelle Marquez, Director, Center of Excellence (MJC)
Suzanne McCaslin, Sr. Admin Office Assistant, Public Works Dept., (Office Administration)
Maurice McKinnon, Dean, Allied Health & Family & Consumer Sciences (MJC)
John Mendes, Instructor, Animal Science (MJC)
Pedro Mendez, Director, Technical Education (MJC)
Rhonda Mizuno, Lab Assistant, Interior Design (MJC)
Jim Mortensen, Maintenance Superintendent, Del Monte Foods, (Electronics)
Laurie Prusso, Instructor, Child Development (MJC)
Lisa Riggs, Director, Nursing (MJC)
Jeff Rowe, Director, Alliance Network, (Tech Ed)
Brian Sanders, Dean, Science, Math & Engineering (MJC)
John Scheuber, President, Veterinary Service Inc., (General Ag)
Brian Sinclair, Instructor, Computer Graphics (MJC)
Ron Smith, Service & Training Specialist, H.G. Makelim Co., (Ag Mechanics)
John Sola, Coordinator, Regional Fire Science (MJC)
Chris Vaughn, Instructor, Computer Science (MJC)
Karen Walters Dunlap, VP, Instruction Office/Interim Dean of Business, Behavioral & Social Sciences (MJC)
Gerald Wray, Instructor, Auto Tech (MJC)

Absent:

Andrea Brooks, JR Simplot Company, (Tech Ed Apprenticeship)
Jenni Abbott, Director, Grants & Resource Development (MJC)
Francisco Banuelos, Interim Director, Special Programs (MJC)

Mark Bowden, Training Director, Electrical Union Local 684, (Electronics Tech)
Kurt Clarke, Director, Small Business Development, (Business)
Art deWerk, Chief of Police, Ceres Police Department, (Administration of Justice)
Gordon Gardner, Morning Star Liberty Packing, (Welding)
Troy Gravatt, Pitman High School, (Ag Science)
Joel Hagen, Instructor, Computer Graphics (MJC)
Anita Hellam, Executive Director, Habitat for Humanities, (Tech Ed)
Bill Hobby, Instructor, Dairy (MJC)
Elizabeth Hondoy, Instructor, Industrial Tech (MJC)
Cece Hudelson-Putnam, Instructor, BBSS (MJC)
Kimberly Kennard, Instructor, Human Services (MJC)
Scott Kuykendall, Director CTE/ROP, (Local High School Rep)
Grace Lieberman, Executive Director, Stanislaus Arts Council, (Workforce)
JB Martin, Manager, Cellar Operations, E&J Gallo, (Tech Ed)
Jennifer Mullen, Executive Director, Modesto Convention & Visitors Bureau, (Business)
Andrea Powell, RN Nurse Educator, Sutter Gould Medical Foundation, (Medical Assisting)
Nancy Sill, Instructor, Business Administration (MJC)
Rand Thoe, Manufacture & Support Service Manager, Fastenal, (Machine Tool)
Dean Tsuruda, Interim Dean, Student Services (MJC)
Bruce Valentine, Owner/Dentist, Bruce Valentine DDS, (Dental Assisting)
Tim Vaughn, Instructor, Computer Electronics (MJC)
Jeff Weaver, Instructor, Machine Tool (MJC)
Adam Weber, ASMJC President (MJC)

CTE Advisory Committee

I. WELCOME/INTRODUCTIONS

MJC CTE Director Mark Anglin welcomed all CTE Local Planning Advisory Team members. He stated that we have worked very hard to grow our committee from 30 members to approximately 100 members and assure representation of all CTE program areas. He stressed the crucial importance of having good quality and regular communication with our industry members to assist us in our CTE endeavors and to help us meet the needs of industry and students. He gave special thanks to Melissa Beach, CTE Project Monitor and Samantha Collins, CTE Assistant for their organization of this event. Through their hard work Local Planning Team members were provided a portfolio containing the MJC CTE 2nd quarter newsletter, the CA 2008-12 CTE State Plan, the 4/22/10 CTE Local Planning Team Meeting minutes, CTE Advisory Committee manuals, MJC Perkins IV Core Indicators by Vocational Top Code for the 2011-12 fiscal year planning, a flyer for CTE Spring Workshops scheduled to be held in the area in April and May 2011, and lists of all Local Planning Team members detailing their membership/representation.

II. CENTER of EXCELLENCE REPORT

Michelle Marquez, Center of Excellence Director, provided us current Labor Market Information for Stanislaus County. In creating her report, she looked at Stanislaus County's largest growing jobs and what it will look like in the next year. She stated we are going to be looking at more declines but finally we are starting to see some positives (ex: LVNs, RNs, some Agricultural occupations, Truck driving, etc.) She stated the average unemployment for 2010 was 18.84%. In her report she focused on what skills are upcoming when looking at jobs and program development. Michelle M.'s report included the largest, highest paid and fastest growing occupation's statistics currently and with projections for 2013. Truck drivers, RN's and Real Estate agents were the top 3 in largest occupations; Police and Detective Managers, Sales Representatives and Nuclear Medicine Technologists were the top 3 highest paying occupations; and RN's, Real Estate Agents and Truck Drivers were the top 3 fastest growing occupations. She shared the current median hourly earnings for Stanislaus County is \$17.95 vs. CA at \$20.69 and nation-wide at \$18.06. She also shared data on the fastest growing knowledge, skills and abilities for Stanislaus County. The COE is currently conducting research on workforce needs in utility-scale solar operations, medical imaging, and agriculture. The results of this research will be available to CTE advisory committee members by July.

Director Anglin stated CTE funding is critical to our programs! He addressed our industry representatives as they know how much it costs to purchase new equipment and supplies and our CTE funding is very much needed for these expenses and more. He encouraged all CTE members to contact their federal legislators, as money is very tight and every year CTE Perkins is looked at for cuts.

III. OVERVIEW OF CAREER & TECHNICAL EDUCATION (CTE), PERKINS IV

Director Anglin shared with the assembly the CTE vision and mission statements as stated in the 2008-12 California State Plan. In addition he presented a brief verbal overview of the State Plan. He gave a brief explanation of each of the 9 requirements for CTE programs to address:

1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.
2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study.
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology.
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
8. Provide services and activities that are of sufficient size, scope and quality to be effective.
9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

Director Anglin stated that in 2002 our CTE grant was approximately \$500,000, but due to Melissa Beach's efforts in educating deans and faculty about what the survey is actually used for, and that each qualifying survey equals approximately \$150 in CTE funding to MJC, in 2003 our grant doubled and has continued to be \$1 million plus each year. It is with proper reporting, accurate data entry of all surveys by our CTE assistant and with all surveys diligently passed out and completed with faculty help, that this is possible. Years ago, surveys were tossed in the trash because no one really understood what their purpose was. Director Anglin encouraged deans and faculty to continue to get the word out and stress the importance of having each CTE student complete and turn in these surveys. Without that data, we will have no CTE funding.

IV. CTE DEAN REPORTS

Brian Sinclair, Instructor of Computer Graphics, reported several areas received funds from the \$60,000 lump sum augmentation their department received this year. Their major focus was on digital media as they rely on staying current. He stated they also updated software, which in their department is crucial and constant and they purchased audio recorders, digitalizing tablets for Computer Science and Administration of Justice.

Pedro Mendez, Director of Technical Education, stated that updating equipment in the Technical Education department is needed on a regular basis and crucial that they stay current. In Auto Tech they purchased the Hunter Alignment equipment, tire rotation, tire balancer and engine lathe machine, reformatting the program. In Auto Body they developed online a safety testing/assessment program for students and procurement of vehicle dent removal equipment; in Welding they purchased stainless steel purge welders and procurement of 2 tract systems to support structural certification; in Electronics Technology they completed the photovoltaic systems class and related equipment, purchasing an electric conduit bender and pilot of Industrial Communication & HMI class; and department-wide they continue to offer advising of their students with developing Ed plans and held their 5th annual Tech Ed Employer Mixer and Student Graduation. Along with professional development activities: CA Automotive Teachers Association, Feature CAM Training and I-CAR Online Training. Most students in Technical Education receive certificates instead of degrees. CTE funds were also used for professional development. They also solidified the first equipment modeling system for solar training.

John Sola, Coordinator of Fire Science, stated they purchased fire extinguishers and new stretchers and manikins. They have had the opportunity to partner with a local wrecking yard so the work can be done right on

the scene at the wrecking yard. The students went through 60-70 cars, cut them to pieces and were able to dispose of them right there. This was a wonderful learning experience in the perfect setting for this type of assignment.

Maurice McKinnon, Dean of Allied Health and Family/Consumer Sciences, stated CTE funding was used to update program brochures for dental assisting, medical assisting, respiratory care and associate degree nursing. For the dental assisting program, they renewed the radiology tube license for the radiology course and purchased simulation work bases that are used to mount dental mannequin heads, and repaired the sanitizing machine in the dental laboratory.

For the medical assisting program, they purchased instructional materials that are used by students to learn various skills in the medical assisting on-campus laboratory. Items include children's growth charts, sharps containers, scrub sponges and disposable towels and a pediatric examination table.

The respiratory care program faculty members purchased a demonstration lung, TriFlo Catheter N Glove Kits and tracheotomy care trays to assist students with learning skills related to mechanical ventilation and secretion management required for clients with severe pulmonary health deviations in the on-campus laboratory setting. Several DVDs were purchased; these instructional materials are used to enhance student learning related to various pulmonary health deviations such as Lou Gehrig's, sepsis, and sleep disorders. They also purchased three different self evaluation entry level examinations to help students validate their knowledge and hopefully have a positive impact on their success on the credentialing examinations.

The associate degree nursing program purchased supplies and used funds to support laundry maintenance that is required by students to learn safety principles and basic nursing care skills. Funding was also used to rent pagers, which are used to ensure student access to faculty members while they are in the clinical setting.

The child development program purchased speakers for the sound system and a shed for the MeWuk Child Development Center. The sound system allows lab practicum students to hear, as well as see children and others, while conducting observations in the observation room.

Mark Anglin, Dean of Agriculture & Environmental Sciences reported that several projects had already been completed for the year. Major improvement to the Animal Science Poultry program was provided by the purchase of a refrigeration unit placed on a pickup and in the poultry layer house. This provides the opportunity for students to haul eggs to market which includes delivery of eggs to den Dulk Poultry Farms, Inc. In addition this equipment upgrade has enabled the program to develop additional markets at the San Francisco, Pleasanton, and Modesto Farmer's Markets and to meet all food safety regulations for the sale of fresh eggs. The addition of two Lincoln Power Wave 300C MIG Welders has greatly enhanced the Agriculture Mechanics welding program. These welders allow students the opportunity to be trained on current industry standard machines. In addition to the two welders the program was funded to upgrade the current plasma torches and flow regulators to meet current industry standards. Support for the Dairy Cattle and Livestock judging teams was provided enabling the teams to develop skills in Dairy cattle selection and evaluation, critical thinking, and public speaking. Support was provided for faculty members to attend professional in-service activities provided through the CATA Fall Regional meeting and the California Community College Agriculture collaborative Mid-Winter Institute. Opportunities included but were not limited to: Tours of the UC Berkeley Botanical Gardens and Forestry department, the Fos Maritime and the Port of Oakland, and the Berkeley Farms Dairy. In addition they heard many speakers from UC Berkeley, Center for Excellence, UC Extension, State Director of USDA Rural Development, and others. Instructional support for the Agriculture faculty was accomplished through the payment for a lease, and maintenance agreement for a copy machine that is utilized in the Division Office which benefits the entire program.

V. REVIEW OF 2011 PERFORMANCE INDICATOR REPORTS

Mark A. gave a brief overview for those unfamiliar with Performance Core Indicator Reports and provided the report showing data for all MJC funded CTE Top codes. He explained that we (MJC) must establish our targets and agree we will obtain those percentages.

Develop 2011-12 CTE Plan

VI. IDENTIFY 2010-2011 CTE PRIORITIES

(Division/Industry Reps): Family & Consumer Sciences, Loni Le Cain, Loni LeCain Designs; Veronica Garcia, SCOE

Others: Sue Clark, Carmen Fernandez, Maurice McKinnon, Rhonda Mizuno, Laurie Prusso

Review of Performance Data/Findings:

In reviewing the overall Performance Data for the Family & Consumer Sciences programs they found that overall the data findings are good except in the area of Persistence, which happens to correlate with one of their goals set by the Interior Design committee. A goal of not only bringing in new students but finding a way to keep current (ex: past students interested in the program.) They plan to provide more activities similar to the "Home & Garden Expo." They will make prospective students aware of classes offered and how they will benefit from them and set up internships and connections within the industry this summer. They are low in Persistence also due to people taking Interior Design for enrichment.

Identify 2010-2011 CTE work plan priorities:

Priorities discussed by the group included the following:

- Have all eligible students complete applications for certificates and degrees.
- Survey Monkey
- Advisory Committee look at PLO's and SLO's
- Survey for employers in area regarding 'skills needed', then teach what is needed in the classroom (workplace) and provide a stipend for adjunct instructor to participate.
- Classroom Assessment tools-send an instructor to training DRDPR.
- Create internships in community with CTE funds (SCOE, MCS, Salida)
- Practicum-partner with SCOE and Modesto City Schools to provide 127C for employees who need to earn their Associate degrees ASAP.
- Travelling Teacher (PITC trained), Substitute Replacement Project mentor teacher program
- Education/Family Life/Nutrition/Child Development/Interior Design-Develop Division
- Provide professional development

Work Group Report:

In reporting out, John Scheuber wanted to emphasize the need to support student leadership activities. He discussed the importance of potential employees attaining and developing the soft skills required to gain and maintain employment. The ability to work in teams, problem solving, communication skills, etc. He also expressed his strong belief in offering Professional Development for CTE staff. In addition he felt that overall instructional support was important for all program areas.

(Division/Reps): Administration of Justice

(Greg Hausmann)

Review of Performance Data/Findings:

In reviewing the Performance Core Indicators he found in Core 1 the numbers are low; approximately 4% we will attempt to raise this number by advising and tracking students. In Core 2 they were approximately 9% low. Need to look at specific courses and review to see which ones are low. They need to hire a part-time employee to review the current data and compile data on what changes need to be made to raise these numbers. In Core 3 they were at 3% above the standard and need to stream line courses to channel students through the program. They need to obtain advisors from 4 year institutions. In Core 4 they were good on Employment and Core 5 was good as well.

Identify 2010-2011 CTE work plan priorities:

- Send instructors to legal update seminars and specialized training for staff.
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(Division/Industry Reps): Agriculture, John Scheuber, Veterinary Service Inc., Ron Smith, Others: Steve Amador, Marlies Boyd, Hal Carlton, Todd Conrado, Julie Haynes,

Review of Performance Data/Findings:

In Vet Tech, Core 2-Completion is low. Since the data is 2 years old this problem may be remedied already. In 2008 the grant funding ended and the program did not have a coordinator. Since then, Julie Haynes has returned and encouraged students to complete certificates with better follow up. Core 5a/5b-95% female, so they need to work on bringing in males. In Dairy Science, Core 3-Persistence there are many non-majors taking Dairy classes. In Power Mechanics, Core 2-Completion-one class is taught outside the Ag Department. In Forestry, they are consistently low in all areas which is probably due to low enrollment, small classes and not having a dedicated instructor only a part-time person in that program.

Identify 2010-2011 CTE work plan priorities:

- Vet Tech-Advisories/Pre-reqs on classes-more advising on difficulty levels; place students in classes; find students that are males to help with recruiting.
 - Ag Mechanics-Work with universities especially Cal Poly to increase accessibility for Ag Mechanics students; update and modernize shop equipment to stay current with industry standards.
 - Power Mechanics-Pursue the AED Certification (Association of Equipment Distributers); purchase equipment and upgrades, \$100,000
 - Dairy-Improve Dairy facility-install overhang control; look at Dairy Science certificate to make it achievable (shorter program, more certificates.)
 - General Ag-Include a job shadowing component in courses with problems.
 - Student Activities-Travel-this is very important! Leadership activities are crucial
 - Idea-Clearing House or data pool for graduates. Students with skills, part-time workers-help employers find good candidates; students complete a short resume or questionnaire.
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**(Division/Industry Reps): Office Administration, Suzanne McCaslin, Public Works Dept.
Others: Nancy Backlund**

Review of Performance Data/Findings:

Core 1-Skill Attainment illustrates that students are successful in coursework and attainment of skill. Core 2-Completion shows the typical student may come for improving skills only or returning student taking one class (ex: open entry/exit, transfer students enhancing skills.) Core 3-Persistence is good as the students continue to take classes. Core 4-Employment-they would like to question data collection as they assess students when given the opportunity and provide job search skills within courses. Core 5a-Participation, there is a large population of 2nd language learners, single mothers and homemakers coming back-another data question. Core 5b-Completion-a lot of the NT population come for skills only and onto employment so they leave early once those skills are obtained.

Identify 2010-2011 CTE work plan priorities:

- Evaluate program and update curriculum
 - Windows 7 and Office 2010
 - Promotion of program to industry
 - Academic advising
 - Evaluate source of delivery
 - Brochures
 - Follow up/survey past students
 - Professional growth
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**(Division/Industry Reps): Tech Ed, Fire Science, Jeff Breseman, E&J Gallo; Brett Burnside, Burnside Auto Body; John Haley, American Chevrolet; Mary Ann Henriques, Diamond Foods of California; Jim Mortenson, Del Monte Foods; Jeff Rowe, Stanislaus County Alliance Work Net
Others: Jeff Beebe, Adrian DeAngelis, Sonny Gumm, Jim Howen, Pedro Mendez, John Sola, Gerald Wray**

Review of Performance Data/Findings:

Initial concerns were shared on 2009 date of data and some questions about the accuracy. However, despite accuracy questions, the levels for completions and persistence were still low across several Technical Education instructional program areas. Concerns of whether the data supports or hurts why students come to take classes was discussed amongst members at the table. No solutions were identified. There was a common interest for the group to meet again for further discussion. Items that the group felt concerns about were the following:

- a. People registering for 1 or 2 classes because they are strictly interested in the skill
- b. Students gain enough skills and go to work (As an example. Automotive and Auto Body students gain enough skills to do side jobs. In the mean time shops are searching for good technicians. There is a gap here.)

- c. Employers send employees to satisfy their internal company menu of class interests
- d. Fire Science Technology sponsored classes for the industry provides a value for the community but may be hurting their CTE data performance
- e. Employer Contract Education Classes for a group demonstrates value of courses and shows evidence of value to company, but may hurt CTE Core indicator performance.

Certificates are important to industry as they it show dedication to a commitment, but the Certificate by itself is not enough. Employers are still looking for:

- a. Employability Characteristics: Teamwork, Communication Skills and Responsibility
- b. New employees need to commit for a probation period before seeing opportunity to grow
- c. Troubleshooting Logic

In Special Populations there are challenges with low economic background and at risk populations in attempting to offer opportunity programs. This also brings in large social challenges that may impact success rates. Employers that do work for the Federal Government have an interest in non-traditional employees due to their need to meet certain restrictions. One Employer at the table said they were very interested in supporting and seriously considering funding an initiative for trained women in manufacturing.

Identify 2010-2011 CTE work plan priorities:

- Cycle to Training in the department
- Internships
- Follow up meetings
- Better Advisory focus and tracking

(Division/Industry Reps): Computer Graphics

Others: Brian Sinclair

Review of Performance Data/Findings:

There is some confusion on which disciplines are actually included in the Computer Graphics area. TOP codes for courses in Computer Graphics are currently being revised due to errors being discovered. They need to be sure the data is accurate before devising priorities and goals. Using the data presented-Completion and Persistence numbers are low and need to be addressed. Completion rates are significantly low and are a priority. Persistence rates are within 10% limits but need to be improved. Core Skills Attainment numbers are slightly low but can improve. All other areas are at acceptable levels.

(Division/Industry Reps): Allied Health, Julie Kline, Sonora Regional Medical Center, Terry Lyle, Retired Respiratory Care Director

Others: George Boodrookas, Shirley Buzbee, Philip Labrador, Lisa Riggs

Review of Performance Data/Findings:

Core 3 (persistence) and Core 5a (Participation) and 5b (Completion) are below average. Allied Health Directors will contact college researcher Shawna Dean to clarify findings as the persistent and completion rates in allied health programs are very good. A possible reason for low Core 3 scores is that many students do not continue on to higher education after completing the allied health programs, however their persistence from semester to semester in the programs is very good. The A.D.N. program brings CSUS faculty and BSN speakers into each semester to encourage articulation for a BSN. There is presently great interest amongst community colleges to bring the BSN degree into the community college level. This is already being done in some states and a pilot program will be conducted in San Diego. The incentive for A.D.N. graduates to pursue their BSN has not been financially driven as hospitals provide minimal pay increases for higher degrees. Julie Klein, CTE advisory representative for the A.D.N. program stated that their facility had just approved a 4% hourly increase for all RN's who had a BSN. This is an area to investigate amongst other acute care facilities that employ our graduates.

Core 5 a & b is probably low due to the low ratios of men in the allied health fields. The workgroup had questions because within the category of "nontraditional" were other descriptors that fit many students in the allied health programs. Again, the college researcher will be questioned about how the data is compiled. It has been a consideration to encourage the male nursing students to voluntarily participate in outreach activities.

Recently the A.D.N. program created a template for students requesting letters of recommendation

(LOR). In doing this, a category for volunteerism was included to recognize students that participate in voluntary activities to assist them in obtaining employment after completing the program.

In Respiratory Care (RC), many students have historically sought out certificates instead of degrees. The director of Respiratory Care is making changes to ensure that all RC students will be registered and obtain their A.S. degree in RC. RC students can obtain a BS but there is no great pay incentive and many bachelor programs are out of the area, minimal in number and costly.

Medical Assisting continues to thrive. An avenue for medical assistants to obtain higher education would be the nursing program or physician assistance.

A new prison facility is opening up in the San Joaquin region that will need licensed psychiatric technicians. Discussion focused on the possibility of dove-tailing into the existing psych-tech program at San Joaquin Delta College. George will meet with Dean of Allied Health/Family Consumer Sciences, Maurice McKinnon to pursue this option.

Identify 2010-2011 CTE work plan priorities:

- Clarify CTE Core Indicator data with Shawna Dean
(Articulation to higher learning; non-traditional student participation)
- Incorporate higher education speakers from CSUS faculty/BSN graduates to visit 1st to 4th semester students
(Salary pay scale for RN's-professional advancement model; outreach to high schools utilizing male students)
- RC-all registered & AS program (education; Board is BS-mainly university-costly)

MEETING ADJOURNED: 8:30pm