

Peralta Community College District

Program Review Template 2012-13

Below please find the program review form, to be filled out by department chairs and program leaders. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2013-14 budget year.

I. Overview			
Date Submitted:	November 1, 2012	Administrator:	Lilia Celhay
BI Download:		Dept. Chair:	P. Thananjeyan
Dept./Program(s): (List departments and programs, including all associate degrees and certificates and components of general education and basic skills)	PUBLIC AND HUMAN SERVICES Associate in Arts degrees and Certificates of Achievement: Social Services Paraprofessional Community Health Worker Community and Public Service Certificates of Proficiency: Public and Human Services I Public and Human Services II		
Campus:	Berkeley City College		
Mission	The mission of the Public and Human Services (P&HS) program is to provide students with the necessary skills to gain viable entry level jobs in the human services field. Further, the P&HS program is committed to student-centered learning, supporting student success, and preparing students for the workplace and/or transfer. Integral to this mission are the certificates of proficiency, designed specifically to meet the needs of at-risk, under-served, under-represented and under-resourced students who come to college unprepared for the rigors of academics. (Addresses advancement of student access, equity, and success.) The program fully supports the general institutional student learning outcomes of Ethics and Personal Responsibility, Information Competency, Communication, Critical Thinking, Computational Skills, Global Awareness and Valuing Diversity, Self-awareness and Interpersonal Skills.		
II. Goals and Outcomes (add lines as needed)			
II.a. Goals (for each one, cite Institutional Goal(s), Appendix II)			
Increase the number of AA, CA, and CP completers, emphasizing a significant number among underserved populations. (A., C.) Continue to strengthen community partnerships to provide internship placements and enhance career opportunities. (A., B., C., D.) Continue to strengthen relationships with local high schools as an on-going source of recruitment (A., B., C. and D.) Enlist current students to provide mentorship to incoming students (A., C., D.) Review, revise and refine curriculum as needed. (D.) Expand, refine, and institutionalize the Public and Human Services program, including the roles of the program coordinator and the job developer. Consider adding additional support staff. (A., B., C., D., and E.) Provide resources for institutionalizing a mentorship program for Public and Human Services students – this mentorship program will allow for current P&HS students to be formally trained to mentor incoming students as well as students in the BCC community. (A., C., D.)			

II.b. Program Outcomes [for each one, cite ILO(s), Appendix I]

PROGRAM OUTCOMES(Mapped to Institutional Learning Outcomes, Appendix I):

PROGRAM 1: Social Services Paraprofessional AA/CA/CP:

- articulate a fundamental knowledge of the history as well as the role and scope of practice of entry level public and human services paraprofessionals (communication, critical thinking, information competency – C: programs of distinction)
- demonstrate through written and oral reports an understanding of the public agencies’ programs and services (communication, information competency- C.)
- critically review and synthesize current political, social and economic issues impacting local human services programs and services (critical thinking, global awareness, valuing diversity – A, C)
- describe personal and career goals, as well as commitment to cultural humility (self-awareness and interpersonal skills – A., C.)

PROGRAM 2: Community Health Worker AA/CA/CP:

- apply analytical skills in reviewing client issues through an ethical lens (ethics and personal responsibility – A.)
- synthesize analyses in effective case management plans (critical thinking, communication – C.)
- articulate a fundamental knowledge of the history as well as the role and scope of practice of the community health worker in a medical or public health setting (communication, critical thinking, information competency – C: programs of distinction)
- demonstrate through written and oral reports an understanding of the public agencies’ programs and services (communication and information competency; global awareness/valuing diversity)

PROGRAM 3: Community and Public Service AA/CA/CP:

- demonstrate through written and oral reports an understanding of the public agencies’ programs and services (C., A.)
- apply knowledge of basic mathematical principles in solving business problems (computational skills)
- describe personal and career goals, as well as commitment to cultural humility (self-awareness and interpersonal skills)
- demonstrate through written and oral reports an understanding of the public agencies’ programs and services (communication and information competency; global awareness/valuing diversity)

General Education component(s):

Basic Skills component(s):

All students enrolled in the P&HS cohort are required to take the LRNRE 248 UQ - College Success Skills and Strategies, a foundations course based on the Academy for College Excellence (ACE) curriculum.

III. Evidence			
III.a. Institutional Data HUSV			
Enrollment	2009-10	2010-11	2011-12
Census Enrollment (duplicated)	78	126	176
Sections (master sections)	2	3	5
Total FTES	6.47	9.97	14.68
Total FTEF	0.66	0.94	1.74
FTES/FTEF	19.41	21.37	16.94
Retention			
Enrolled	78	126	176
Retained	54	90	146
Retention Rate	69%	71%	83%
Success			
Total Graded	73	118	171
Success	30	83	115
Success Rate	41%	70%	67%
Withdraw			
Withdraw Rate			

Faculty Data (ZZ assignments excluded)			
	Fall 2009	Fall 2010	Fall 2011
Contract FTEF	0.00	0.00	0.00
Hourly FTEF	0.33	0.47	0.87
Extra Service FTEF	0.00	0.00	0.00
Total FTEF	0.66	0.94	1.74
% Contract/Total	0.00	0.00	0.00

Faculty Data Comparables F2011 (ZZ assignments excluded)				
	Alameda	Berkeley	Laney	Merritt
Contract FTEF	0.00	0.00	0.00	0.00
Hourly FTEF	0.00	0.87	0.00	0.00
Extra Service FTEF	0.00	0.00	0.00	0.00
Total FTEF	0.00	14.68	0.00	0.00
% Contract/Total	0.00	0.00	0.00	0.00

III. Evidence			
III.a. Institutional Data HLTED			
Enrollment	2009-10	2010-11	2011-12
Census Enrollment (duplicated)	51	67	75
Sections (master sections)	1	1	1
Total FTES	5.44	6.7	7.5
Total FTEF	0.4	0.4	0.4
FTES/FTEF	27.2	33.5	37.5
Retention			
Enrolled	51	67	75
Retained	40	52	63
Retention Rate	78%	78%	84%
Success			
Total Graded	49	60	73
Success	28	35	47
Success Rate	57%	58%	64%
Withdraw			
Withdraw Rate			

Faculty Data (ZZ assignments excluded)			
	Fall 2009	Fall 2010	Fall 2011
Contract FTEF	0.00	0.00	0.00
Hourly FTEF	0.20	0.20	0.20
Extra Service FTEF	0.00	0.00	0.00
Total FTEF	0.40	0.40	0.40
% Contract/Total	0.00	0.00	0.00

Faculty Data Comparables F2011 (ZZ assignments excluded)				
	Alameda	Berkeley	Laney	Merritt
Contract FTEF	0.00	0.00	0.01	0.20
Hourly FTEF	0.13	0.20	0.40	0.00
Extra Service FTEF	0.00	0.00	0.45	0.00
Total FTEF	3.47	7.50	25.40	5.10
% Contract/Total	0.00	0.00	0.01	1.00

III. Evidence			
III.a. Institutional Data HLTOC			
Enrollment	2009-10	2010-11	2011-12
Census Enrollment (duplicated)	41	52	42
Sections (master sections)	1	1	1
Total FTES	2.73	3.47	2.8
Total FTEF	0.26	0.26	0.26
FTES/FTEF	20.48	26.03	21.01
Retention			
Enrolled	41	52	42
Retained	31	41	37
Retention Rate	76%	79%	88%
Success			
Total Graded	41	43	41
Success	22	39	29
Success Rate	54%	91%	71%
Withdraw			
Withdraw Rate			

Faculty Data (ZZ assignments excluded)			
	Fall 2009	Fall 2010	Fall 2011
Contract FTEF	0.00	0.00	0.00
Hourly FTEF	0.13	0.13	0.13
Extra Service FTEF	0.00	0.00	0.00
Total FTEF	0.26	0.26	0.26
% Contract/Total	0.00	0.00	0.00

Faculty Data Comparables F2011 (ZZ assignments excluded)				
	Alameda	Berkeley	Laney	Merritt
Contract FTEF	0.00	0.00	0.00	0.13
Hourly FTEF	0.49	0.13	0.13	0.00
Extra Service FTEF	0.00	0.00	0.00	0.00
Total FTEF	15.13	2.80	3.47	2.80
% Contract/Total	0.00	0.00	0.00	1.00

III.b. External Evidence

CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.

Labor market data are integrated into the narrative; the US department of Labor has identified the Community, Social and Human Services areas as growth areas; faculty and job developer are working closely with the Advisory Board to match program offerings to community/agencies needs; Advisory Board meets once per semester excluding summer.

Program Review Narrative:

The Public and Human Services program was accepted and activated by the State Chancellor's Office on December 22, 2011. It is comprised of three distinct Associate in Arts degrees and three Certificates of Achievement: Social Services Paraprofessional, Community Health Worker, and Community and Public Service. Additionally, there are two Certificates of Proficiency: Public and Human Services (P&HS) I and Public and Human Services (P&HS) II.

The certificates of proficiency were designed to specifically meet the needs of at-risk, under-served, under-represented and under-resourced students who come to college with little or no college experience and hence, are unprepared for the rigors of academic work. The Public and Human Services program offers an interdisciplinary approach in regard to course offerings, as well as utilizes the Academy for College Excellence (ACE) curriculum to engage, motivate, and inspire students to find their strengths and support them throughout their college journey toward success. Additionally, as United States military personnel return from active duty, the Public and Human Services program will likely see a significant increase in veteran/student enrollment. The program is scaffolded in such a way as to provide students with the opportunity to complete a certificate of achievement or an AA degree, to enter the workforce, and to further their education at a time that is more convenient for them. Currently, all core courses in the Public and Human Services program are transferrable to the California State University System and a few are transferrable to the University of California system. This flexibility allows for students to work in their chosen field, and further their education as they choose.

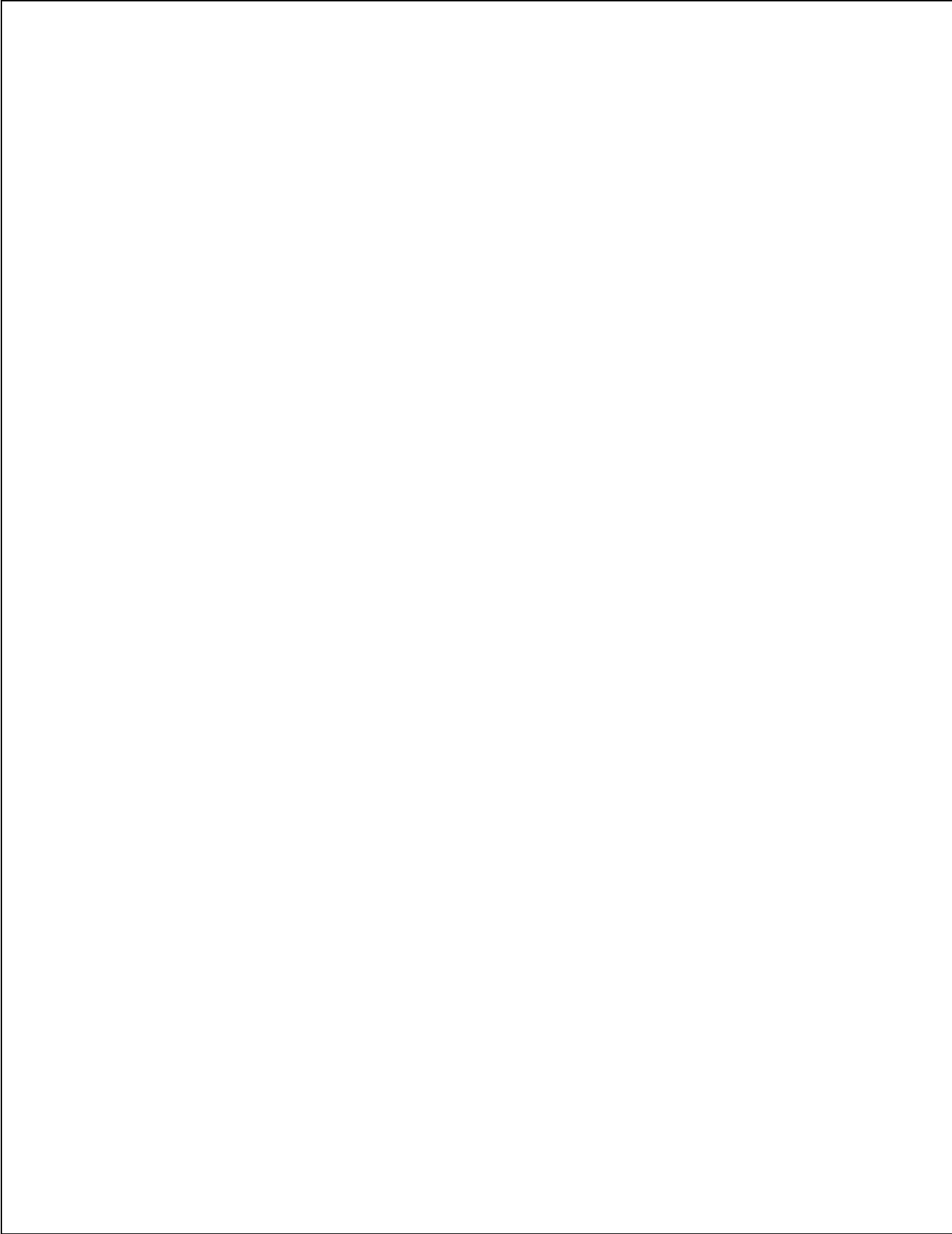
An integral part of the Public and Human Services program is to prepare students for the workforce. In addition to Faculty Experiential Leadership Institute trained faculty (FELI – faculty training for the ACE curriculum), the Public and Human Services program employs a job developer. The job developer works closely with students to assign appropriate volunteer/internship placements, often in the early part of the first semester of school. It is of critical importance to provide a field placement for each student, each semester. Varied community locations and placements will broaden the students' experiences and more fully prepare them for employment. Additionally, the job developer has cultivated relationships with over 60 community based, faith-based, health and human services agencies in the greater metropolitan Berkeley/Richmond/Oakland/San Leandro and San Francisco areas, many that have committed to providing pathways to employment for students in the Public and Human Services program. And, to date, there have been 50 students placed in internship/volunteer positions. Linking the work of the Job Developer to the Counseling 207 and the HUSV 112/113 Field Experience Seminar courses provides students with seamless access and information to and about employment and related opportunities. The job developer and program faculty collaborate routinely to ensure program continuity and student success.

The current economic landscape is conducive to providing students with job opportunities and the projections for increased employment options are good. According to the California Employment Development Department (www.labormarketinfo.edd.ca.gov) estimated and projected job growth (2012) for entry level Social and Human Service Assistants in the East Bay Area (for 2010-2020) is 13.4% and the median hourly wage is \$18.85 and annual wage is \$39,205. For the aggregate San Francisco Bay Area, the projected job growth is 14.4%, the median hourly wage is \$19.02 and the annual wage is \$39,580. For students entering the Public and Human Services program with some field experience in community and social services, the median starting hourly wage in the East Bay Area is \$21.04 (\$43,771 annually).

The Public and Human Services program Advisory Board meets once per semester, excluding summer. The Board is comprised of industry professionals and community partners including representatives from Alameda County Behavioral Health Care Services; The City of Berkeley Public Health, Mental Health, Human Resources, and Aging Services; East Bay Family Practice (a large, comprehensive, multi-physician medical practice); and Mills College Graduate School of Education. The advisory board input regarding employment and course content enrichment is invaluable.

Three faculty, all part time, and one job developer, also part time, staff the Public and Human Services program. Other core courses, ENG 201 a/b and 1a; SOC 8; COMM 6 and 45; BIOL 10; BUS 201 and 202 are taught by full time contract faculty.

The Public and Human Services program is grant funded by the East Bay Career Advancement Academy from fall, 2011 through June 2014. It is the goal and intention of Berkeley City College to fully institutionalize the Public and Human Services program upon completion of the funding cycle, June 2014.



Public and Human Services Program faculty uses the technology available in our smart classrooms to improve student learning. In addition, turnitin.com is used to facilitate grading and monitor plagiarism, thus providing students with rich feedback and support.

Student demand remains high. Our high productivity rate in view of reduced sections college wide shows students continue to enroll even as classrooms become more crowded. The Public and Human Services Program is growing rapidly as a popular discipline for two year degrees and certificates, transfer, and skill building for entry into the workforce.

Action Plans:

- Request budget allocations to increase course offerings to meet student demand.
- Hire one full time contract faculty.
- Provide funding for release time for one full time faculty to also coordinate the program.
- Expand the job developer position to increase attention to students’ internship placements which further enhances instruction

Student Success

Since the Public and Human Services program is relatively new, there are limited data. It is clear, however that growth is consistent, and that the demand is high. There is excellent retention and fall-to-spring persistence.

Student support services are critical to student success. As with other disciplines/programs in the college, primary needs include counselors, tutoring, and financial aid. With adequate funding and additional staffing, the public and humans services program could manage a successful tutoring center that would further increase student success in that area.

Many students have received employment offers based on the internships completed and have not finished their program (we do not have formal data available to track this). Community partners who offer employment to students have committed to do so with flexible scheduling to enable students to finish their Berkeley City College education. Unfortunately, students seeking immediate employment are not tracked due to limited program resources.

Student Success Story

We met student “Jane” in late summer, 2011. She had heard about the Public and Human Services program and after much thought and contemplation, and many family discussions, she decided that it was her time to change her life. She had no real, previous college experience; she raised a family and worked different jobs to help support them. Although she now relates she was terrified to walk through the doors of Berkeley City College, she took a deep breath and came in. On our first meeting, Jane easily declared, “It is MY turn now!”

Fall semester 2011, Jane enrolled in the P&HS cohort, attended Orientation and Assessment, met with a counselor and together, they designed her Student Educational Plan (SEP). Her first college class was LRNRE 248UQ – College Skills and Success Strategies, a “mini Foundations” course based on the Academy for College Excellence (ACE) Curriculum. It was in this class that Jane found her inner strength, defined her motivation, and solidified her academic and career goals. She followed the P&HS cohort course sequences as well as added additional required classes. Jane excelled and became a model student. She mentored others while fulfilling her internship requirements. Jane carried an average of 16 units per semester and also carried a full load during summer school, 2012. To date, fall 2012, Jane has a cumulative 4.0 grade point average, and is on track to graduate in May of 2013 with Associate in Arts degrees in Social Services Paraprofessional, Community Health Worker, Community and Public Service and Liberal Arts – all likely with highest honors. It is her intention to transfer to the University of California, Berkeley, School of Social Welfare. Berkeley City College indeed transforms lives!

East Bay Career Advancement Academy Grant – 2011-2014		
Year One: 140K		
Year Two: 70K		
Year Three: 70K		
<p>Human and Physical Resources</p> <p>The Public and Human Services program is currently grant funded by the East Bay Career Advancement Academy. That grant will end in June of 2014. Funds for vital positions within the grant have decreased each funding cycle since the beginning in fall of 2011. As noted in the table above, there is no full time contract faculty in the Public and Human Services program. As the program continues to grow, particularly at the current rapid rate, it becomes clearer that this lack of at least one full time faculty is a significant disadvantage and has the potential to seriously impact the program’s integrity. Further, the job developer position is also part time and grant funded at less than optimum hours per week.</p> <p>Action plan:</p> <ul style="list-style-type: none"> • Hire one full time contract faculty • Increase hours and fully fund/benefit job developer 		

Program Outcome Assessments Narrative:

The Public and Human Services Program is innovative, focusing on nontraditional instruction, incorporating internships and experiential learning opportunities. Students are part of a learning cohort that provides comprehensive support services including individualized counseling, tutoring, mentoring, and educational planning focused on targeted learning objectives. Throughout the program students gain essential knowledge, cultural competence, case management skills, professional ethics and exemplary customer services skills as related to the scope of the Health, Community and Human Services Paraprofessional. Additionally, the Public and Human Services program is helping to train and grow an essential component of the California workforce critical to sustaining the health of both the state's economy and its residents. The P&HS program also enhances the ability of community colleges to act as the primary provider for vocational education and strengthens strategic relationships with employers in the public and private sector.

III.d. PCCD Institutional Goals -- Narrative

Check all that apply.

Advance Student Access, Success & Equity

Increase Transfer and Program Completion Rates

Engage our Communities & Partners

Build Programs of Distinction

Create a Culture of Innovation & Collaboration

Develop Resources to Advance & Sustain Mission

IV. Action Plans			
Please describe your plan for responding to the above data. Consider program learning outcomes, institutional goals, external evidence, and BI data. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. Add rows as needed.			
Action Item	Steps/Timeline	Person(s) Responsible	Supporting Data Source (check all that apply)
Advertising and Recruitment, outreach to high schools and community partners	Engage PIO Fogarino Attend academic fairs	Program coordinator	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
Hire Full Time faculty Include release time for coordination	Spring 2013	Dean, VPI	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input type="checkbox"/> Institutional Goals <input checked="" type="checkbox"/> Other
Increase budget to expand job developer's hours	Spring 2013	Dean, VPI	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input type="checkbox"/> Institutional Goals <input checked="" type="checkbox"/> Other

Action Plan Narrative:

The Public and Human Services program does not have any full time faculty. A full time faculty/coordinator is critical for program integrity, as well as to ensure appropriately paced program growth. Additionally, the job developer position should be expanded to a minimum of 30 hours per week.

Human and Physical Resources

The Public and Human Services program is currently grant funded by the East Bay Career Advancement Academy. That grant will end in June of 2014. Funds for vital positions within the grant have decreased each funding cycle since the beginning in fall of 2011. As detailed in the table above, there is no full time contract faculty in the Public and Human Services program. As the program continues to grow, particularly at the current rapid rate, it becomes clearer that this lack of at least one full time faculty is a significant disadvantage and has the potential to seriously impact the program's integrity. Further, the job developer position is also part time and grant funded.

Action plan:

- Hire full time contract faculty
- Increase hours and fund/benefit job developer

V. Resource Needs	Link to Action Plans (Section)
<p>Please describe and prioritize any faculty, classified, and student assistant needs.</p> <ol style="list-style-type: none"> 1. One full time contract faculty to teach as well as coordinate the program; currently this is being done by a part timer. 2. Fully fund job developer position to a minimum of 30 hours per week. 	<p>To insure program integrity it is critical to have a full time contract faculty to teach and coordinate to manage growth and to support the P&HS program.</p> <p>Additional hours are needed to address program growth needs and to maintain and expand community partnerships.</p>
<p>Please describe and prioritize any equipment, material, and supply needs.</p>	
<p>Please describe and prioritize any facilities needs.</p> <p>Allocate adequate space in the building to house a Health Education Resource Center designed to meet the needs of students, staff, faculty of BCC. Ideally there would be space for materials, private consultations, and small group meetings. Furthermore, this space could also be utilized by student mentors, provide space for webcasts and webinars related to health concerns, and serve as a clearinghouse for related information.</p>	

Appendix I

Berkeley City College Institutional Learning Outcomes

Berkeley City College's Institutional Learning Outcomes, as described below, are the skills and knowledge that students are expected to attain as a result of completing an instructional program at BCC. Students completing an A.A. or A.S. at BCC will be able to demonstrate all of the BCC Institutional Learning Outcomes. All BCC courses and certificates are designed to teach some or all of the ILO's. In addition, students achieve these ILO's throughout their experiences at BCC, for example, with student services and student clubs.

Communication

Students show that they communicate well when they

- *Critically read, write, and communicate interpersonally, with audience awareness; and*
- *analyze communications for meaning, purpose, effectiveness, and logic.*

Critical Thinking

Students demonstrate critical thinking skills when they

- *identify problems or arguments and isolate facts related to arguments;*
- *use evidence and sound reasoning to justify well-informed positions; and*
- *generate multiple solutions to problems and predict consequences.*

Computational Skills

Students demonstrate computational skills when they

- *master computational concepts and apply them to concrete problems; and*
- *demonstrate algorithmic competence.*

Ethics and Personal Responsibility

Students show the ability to behave ethically and assume personal responsibility when they

- *analyze the consequences of their actions and the impact of these actions on society and the self; and*
- *demonstrate collaborative involvement in community interests.*

Global Awareness & Valuing Diversity

Students demonstrate global awareness and show that they value diversity when they

- *identify and explain diverse customs, beliefs, and lifestyles; and*
- *analyze how cultural, historical, and geographical issues shape perceptions.*

Information Competency

Berkeley City College (BCC) is helping to train and grow an essential component of the California workforce critical to sustaining the health of both the state's economy and its residents. The BCC program also enhances the ability of community colleges to act as the primary provider for vocational education and strengthens strategic relationships with employers in the public and private sector.

Students demonstrate information competency when they

- *find, evaluate, use, and communicate information in all its various formats;*
- *use library and online resources and research methodology effectively; and*
- *use technology effectively.*

Self-Awareness & Interpersonal Skills

Students demonstrate self-awareness and interpersonal skills when they

- *analyze their own actions and the perspectives of other persons; and*
- *work effectively with others in groups.*

Appendix II

Institutional Goals

Berkeley City College's Institutional Goals are aligned with the PCCD Strategic Goals, and are listed below:

Advance Student Access, Success & Equity

Engage our Communities & Partners

Build Programs of Distinction

Create a Culture of Innovation & Collaboration

Develop Resources to Advance & Sustain Mission