

The CTE Program Review Report

1. College: Berkeley City College

Discipline, Department or Program: Public and Human Services

Date: October 2015

Members of the Comprehensive Instructional Program Review Team:

Members of the Validation Team:

2. Narrative Description of the Discipline, Department or Program:

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; and grow an essential component of the workforce critical to sustaining the health of the state's economy and its residents and strengthen strategic relationships with employers in the public and private sector. 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 (Public and Human Services Overview, and Public and Human Services Systems), 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.) Additionally, there are three Associates in Arts degrees and Certificates of Achievement: Community Health Worker, Social Services Paraprofessional, and Community and Public Service. 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.

3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

COURSES	WHEN WAS THE CLASS LAST REVIEWED OR UPDATED?	WHEN ARE YOU PLANNING TO UPDATE THE COURSE? Please indicate the semester.	PCCD GE	IGETC	CSU GE
HLTED 001-Exploring Health Issues	9/15/11		2		E
HLTOC 201-Medical Terminology I	9/15/11				
HLTOC 202-Medical Terminology II					
HUSV 070 Boundaries and Ethics	3/19/15				
HUSV 071 Cultural Brokerage	3/19/15				
HUSV 101 Case Management in Human Services	9/15/11				
HUSV 108 Helping Skills for Human Services Paraprofessionals	9/15/11				
HUSV 109 Diverse Populations in Human Services	9/15/11				
HUSV 110 Social Services Specialization I	9/15/11				
HUSV 111 Social Services Specialization II	9/15/11				
HUSV 112 Seminar for Field Experiences in Social Services I	9/15/11				
HUSV 113 Seminar for Field Experiences in Social Services II	9/15/11				
HUSV 117 Introduction to Behavioral Health Services	1/22/14		2		
HUSV 118 Introduction to Social Services	11/14/13		2		

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

We are in process of adding a new course: HUSV 119: Introduction to Co-Occurring Conditions

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

AA and Certificate of Achievement: Social Services Paraprofessional

AA and Certificate of Achievement: Community Health Worker

AA and Certificate of Achievement: Community and Public Services

Certificates of Proficiency: Public and Human Services Overview; and Public and Human Services Systems

4. Assessment:

Please answer the following questions and attach the TaskStream “At a Glance” report for your discipline, department, or program for the past three years. Please review the “At a Glance” reports and answer the following questions.

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog,

department website, etc. If they are on a website, please include a live link to the page where they can be found)

SLOs are listed on all course syllabi; and

COURSES	Data available from previous rounds?	Action Plan from Previous Rounds?
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HLTED 001-Exploring Health Issues	Y	
HLTOC 201-Medical Terminology I	Y	
HLTOC 202-Medical Terminology II		
HUSV 101 Case Management in Human Services		
HUSV 108 Helping Skills for Human Services Paraprofessionals	Y	
HUSV 109 Diverse Populations in Human Services	Y	
HUSV 110 Social Services Specialization I	Y	
HUSV 111 Social Services Specialization II		
HUSV 112 Seminar for Field Experiences in Social Services I		
HUSV 113 Seminar for Field Experiences in Social Services II		
HUSV 117 Introduction to Behavioral Health Services	Y	
HUSV 118 Introduction to Social Services		

<http://www.berkeleycitycollege.edu/wp/slo/files/2015/03/Public-and-Human-Services-Community-and-Public-Services-AA-CA.pdf>

<http://www.berkeleycitycollege.edu/wp/slo/files/2015/03/Public-and-Human-Services-Community-Health-Worker-AA-CA.pdf>

<http://www.berkeleycitycollege.edu/wp/slo/files/2015/03/Public-and-Human-Services-Social-Services-Paraprofessionals-AA-CA.pdf>

<http://www.berkeleycitycollege.edu/wp/slo/files/2015/03/Public-and-Human-Services-Systems-CP.pdf>

<http://www.berkeleycitycollege.edu/wp/slo/files/2015/03/Public-and-Human-Services-Overview-CP.pdf>

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

Improvement 1.

Improvement 2.

Improvement 3.

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the “Assessment Findings and Action Plan” section for each example.

Plan 1.

Plan 2.

Plan 3.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes. N/A
- Describe assessment results for courses with multiple sections. Are there similar results in each section?
- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).
- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the “Goal Alignment Summary” from TaskStream.

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

- How has new technology been used by the discipline, department or program to improve student learning?

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes? N/A

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

- Overall enrollment trends in the past three years

Please insert the data chart here

- An explanation of student demand (or lack thereof) for specific courses.

- Productivity for the discipline, department, or program compared to the college productivity rate.

Please insert the data chart here

College productivity rate _____

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

- Recommendations and priorities.

6. Student Success:

- Describe course completion rates (*% of students that earned a grade “C” or better or “Credit”*) in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

College course completion standard _____

Please insert the data chart here or complete the section below.

Department/discipline course completion rates:

Course 1. _____
(course name and number) rate _____

Course 2. _____
(course name and number) rate _____

Course 3. _____
(course name and number) rate _____

Course 4. _____
(course name and number) rate _____

ETC.

Discussion:

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department’s Distance Education course completion rates compare to the college course completion standard?

College course completion standard _____

Please insert the data chart here or complete the section below.

Department/discipline Distance Education (100% online) course completion rates:

Course 1. _____
(course name and number) rate _____

Course 2. _____
(course name and number) rate _____

Course 3. _____
(course name and number) rate _____

Course 4. _____
(course name and number) rate _____

ETC.

Discussion:

- Describe course completion rates in the department **for Hybrid** courses (less than 100% online) for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?

College course completion standard _____

Please insert the data chart here or complete the section below.

Department/discipline Hybrid course completion rates:

Course 1. _____
(course name and number) rate _____

Course 2. _____
(course name and number) rate _____

Course 3. _____
(course name and number) rate _____

Course 4. . _____
(course name and number) rate _____

ETC.

Discussion:

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation?
- How do you assess the overall effectiveness of Distance Education course?
- Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

College retention standard _____

Discipline, department, or program retention rates

Year 1. _____

Year 2. . _____

Year 3. . _____

Discussion:

- What has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?
- What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount _____0_____

Part-time faculty headcount _____3_____

Total FTEF faculty for the discipline, department, or program _____

Full-time/part-time faculty ratio _____

Classified staff headcount _____2_____

- Describe your current utilization of facilities and equipment.
- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.
- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.
- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

- Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

8. Community, Institutional, and Professional Engagement and Partnerships:

Part A.

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.
- There are no full time faculty in P&HS. Part time faculty, job developer, and outreach specialist are involved in many activities, both internally and externally. Coordinator, job developer and outreach specialist work with students – i.e. office hours, interviewing all potential students, connecting students to resources, online student support, and sharing resources and business/professional contacts.
- Coordinator/job developer/outreach specialist are involved in departmental activities: every other week “Lunch and Learn” for students; every semester the coordinator’s Health Education class presents a college wide health fair; and we also do presentations to other campus departments as requested.
- Coordinator participates in college activities: President’s Tea, Graduation committee, and occasionally attends curriculum committee, TLC meetings – (POP and Fig projects), and is currently involved in creating a committee to address the needs of LGBTQIA students.
- Coordinator, job developer, outreach specialist and program part time faculty plan and are involved in program advisory board meetings once per semester.
- Outreach specialist attends all meetings and events as stated above as well as being engaged in internal “in-reach” – she actively participates in assessment and orientation, coordinates and brings in speakers for P&HS classes, and is actively engaged in peer support.
- Coordinator, job developer and outreach specialist planned, presented and attended mental health first aid.
- Coordinator plans, and implements the annual conference for Vision y Compromiso

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.
- Coordinator/Job Developer routinely attend a wide variety of community-based activities: job fairs, health fairs, tabling at youth events (i.e. Bright Young Minds), presentations to partners’ staff meetings, and recruitment events etc.
- Job Developer regularly and routinely makes site visits to community partners to meet with site supervisors who are directly engaged with our students.
- Outreach specialist facilitates and attends a wide variety of community based activities including but not limited to: youth oriented events, consumer events and programs, professional development workshops related to human services, recruitment events etc.
- Outreach specialist participates in local and statewide leadership seminars and webinars related to human services.
- Part time faculty are involved in community agencies which are related to their jobs. (i.e. one faculty member is employed in a managerial position in a community based agency; another owns and

operates an infant child care facility; another is employed as a counselor in a local school district, working with high risk kids.

Coordinator and BCC colleague researched, planned, and presented a webinar on "Engaging students in a socially and linguistically diverse classroom" for TurnItIn.com

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- Coordinator is on the Advisory Board for the Academy for Medicine and Public Service (AMPS) at Berkeley High School and has been on this board for almost 10 years.
- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.
- There are only part timers in the program so we work collaboratively by sharing resources, we meet frequently, and we work with department chair, and dean for decision making.

Part B.

- What are the job placement rates for your discipline/department/program for the past three years?
70%
- What are the projected job openings in your discipline for the next three years?

The current economic landscape is conducive to providing students with job opportunities and the projections for increased employment options are good. (California EDD)

Social and Human Service Assistants Estimated Employment and Projected Growth					
Geographic Area (Estimated Year-Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Additional Openings Due to Net Replacements
California (2012-2022)	39,900	46,800	6,900	17.3	10,400
East Bay Area (2012-2022)	2,880	3,430	550	19.1	750

- How is the discipline/department program responding with regard to labor market demand?
Due to increased demands in private and public sectors and the Affordable Care Act, there is increased demand for services in the field. Our program has responded by sending volunteer interns out to serve in work site experience with community partners.
- Do you have an advisory board in place? Has it met regularly? Please provide a list of your advisory board members and attach agendas and meeting minutes from the past year.
 - We have an advisory board in place and we ideally meet once per semester but not in the summer. In lieu of face to face meetings (due to conflicting schedules of participants, the advisory board has communicated online and by telephone conference. The next meeting is scheduled for December 10, 2015 at BCC.
 - Members:
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- Sanjida Mazid, Manager, Workforce Development, Education, and Training, Alameda County Behavioral Health Care Services
- Susan Marchant, Adjunct Professor, Graduate School of Education, Mills College
- Sergio Martinez, Community Health Outreach Specialist, City of Berkeley Public Health
- Rebecca de Rodriguez, Community Health Worker Specialist, City of Berkeley Public Health – Tobacco Prevention Program
- Claudia Gonzalez, Coordinator, Academy of Medicine and Public Service, Berkeley High School
- Delfina Geiken, Employment Administrator, City of Berkeley
- Adam Allred, Program Manager, Project Access
- Deborah Jordan, Director, South Berkeley Senior Center
- Seth Scher, Clinical Director, Center for Elders Independence, Oakland
- Susana Hennessey-Lavery, City and County of San Francisco, Public Health and Vision y Compromiso
- Aldo Gallardo, Northern California Manager, Gay-Straight Alliance (pending)
- Noha Aboelata, MD, founder/CEO, Roots Community Health Clinics (she will appoint a member of her management team to take the position)

- Stephanie Green, Job Developer, Public and Human Services
- Carol Collins, Faculty, Berkeley City College, Public and Human Services
- Robin Moser, Faculty, Berkeley City College, Public and Human Services and Alameda County Children and Family Services
- Bobby Nakamoto, Counselor/Instructor P&HS
- Michelle Campbell- Mateo, Outreach Program Specialist, P&HS OSHPD grant
- Stephanie Sanders-Badt, Coordinator, Public and Human Services Program, Berkeley City College

- Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

Alameda County Behavioral Health Care Services has provided major assistance with curriculum development on two courses as well as offering sessions of mental health first aid for faculty, staff and students.

Mills College member assisted with an assessment form for work site experience placements.

A previous board member (who resigned when she retired from her position) provided a template for work site placements.

- Does your program require state or national licensing? Please explain. What is your licensing status?

N/A

- Do your students participate in third party certifications? What are their success rates (include the # of students, # of certifications, etc.).

N/A

- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program’s work with the Deputy Sector Navigator.

Yes, we are working with Deputy Sector Navigator, Barbara Brock, of the Interior Bay Area Region and coordinator periodically attends relevant meetings.

- In which ways is your discipline/department/program collaborating with other community colleges in the region? What similar programs exist in the surrounding area or nearby colleges?

Since we are funded by several major grants, we collaborate with other colleges who are also participating in those grants: CAA (P&HS is the model program for the region), Perkins, and Career Pathways Trust (CPT). CPT has developed an Local Pathway Action Team (LPAT) and the coordinator attends monthly meetings with other CPT colleges to collaborate on creating robust on-ramps to community college for high school students in our respective service areas.

- Is your discipline/department/program currently participating in any grants? Please list and briefly describe the grant name, granting agency and the goals of the grant as it relates to your discipline/department/program.

Grant Name	Granting Agency	Grant Goals
Perkins/CTE Transitions	CCCCO	<ul style="list-style-type: none"> • Address disparities in core indicators, including increasing enrollment and student success for underrepresented populations via creation or enhancement of CTE programs of study • Professional development
Career Advancement Academies	California Community Colleges Economic and Workforce Development Division	<ul style="list-style-type: none"> • bridge the achievement gap by increasing access to career paths for low income students, or those facing multiple barriers • curriculum development, including development of contextualized basic skills courses coupled with technical training • industry engagement and support for development of local level certificates
Career Pathways Trust	CCCCO	<ul style="list-style-type: none"> • develop robust career and college pathways with feeder k12 districts • identify potential barriers to student success and implement services to provide for seamless transition

		<ul style="list-style-type: none"> engage industry and 4 year institutions to contextualize work based learning and develop a system of mentorship
OSHPD	Proposition 63, Mental Health Services Act (MHSA)	<ul style="list-style-type: none"> recruit, train and place 200 students with identified lived experience into peer-designated employment within the East Bay Public Mental Health System community solidify an intake process complete with a needs assessment and implement a strong system of wraparound services for participants

9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.
- How do you train instructors in the use of Distance Education platforms? Is this sufficient?
N/A

10. Discipline, Department or Program Goals and Activities:

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

Activities and Rationale:

- **Goal 2. Assessment:**

Activities and Rationale:

- **Goal 3. Instruction:**

Activities and Rationale:

- **Goal 4. Student Success:**

Activities and Rationale:

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Activities and Rationale:

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- Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

CTE Program Review Prioritized Resource Requests Summary for Additional (New) Resources

College: _____ Berkeley City College _____

Discipline, Department or Program: Public and Human Services _____

Contact Person: _____ Stephanie Sanders-Badt _____

Date: _____ October 2015 _____

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty				
Human Resources:	Instructional Assistant	1		

Classified				
Human Resources: Student Workers				
Technology	3 Desktop Computers and Laptop computer	1	Desktops: 1700 Laptop with 4 yr Apple care/accessories: 3000 Printer: 1200	
Equipment				
Supplies				
Facilities				
Professional Development				
Other (specify)				

Appendix B

PCCD Program Review Alignment of Goals Template

College: Berkeley City College

Discipline, Department or Program: Public and Human Services

Contact Person: Stephanie Sanders-Badt

Date: October 2015

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students		<ul style="list-style-type: none"> A. Advance Student Access, Equity, and Success B. Engage and Leverage Partners C. Build Programs of Distinction
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)	1.	<ul style="list-style-type: none"> A. Advance Student Access, Equity, and Success C. Build Programs of Distinction
3. Ensure BCC programs and services reach sustainable, continuous improvement level	2.	<ul style="list-style-type: none"> B. Engage and Leverage Partners C. Build Programs of Distinction D. Create a Culture of Innovation and Collaboration
4. Collaborate to ensure Fiscal Stability	3.	<ul style="list-style-type: none"> D. Create a Culture of Innovation and Collaboration E. Develop and Manage Resources to Advance Our Mission
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources		<ul style="list-style-type: none"> E. Develop and Manage Resources to Advance Our Mission

Appendix C

Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p><input checked="" type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input checked="" type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input checked="" type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input checked="" type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input checked="" type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	

Part II. Choose one of the Ratings Below and Follow the Instructions.

