

**Peralta Community College District
Annual Program Update Template 2013-2014
DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters**

I. Overview			
BI Download:	10/23/2013 17:41	Dept. Chair:	Coordinator: Stephanie Sanders-Badt
Subject/Discipline:	HUSV	Dean:	Carlos Cortez
Campus:	Berkeley City College		
Mission Statement	The mission of the Public and Human Services program is to train 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.		

II. Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10	0	126	0	40	166
Census Enrollment F11	0	176	0	0	176
Census Enrollment F12	26	25	0	0	51
Sections F10	0	3	0	1	4
Sections F11	0	5	0	0	5
Sections F12	1	1	0	0	2
Total FTES F10	0	9.97	0	4	13.97
Total FTES F11	0	14.68	0	0	14.68
Total FTES F12	3.47	1.67	0	0	5.14
Total FTEF F10	0	0.47	0	0.2	0.67
Total FTEF F11	0	0.87	0	0	0.87
Total FTEF F12	0.27	0.13	0	0	0.4
FTES/FTEF F10	0	21.37	0	20	20.8507
FTES/FTEF F11	0	16.94	0	0	16.8736
FTES/FTEF F12	13.01	12.53	0	0	12.85

III. Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	0	118	0	39	157
Total Graded F11	0	171	0	0	171
Total Graded F12	25	25	0	0	50
Success F10	0	83	0	21	104
Success F11	0	117	0	0	117
Success F12	11	17	0	0	28
% Success F10	0	0.7	0	0.54	0.66
% Success F11	0	0.68	0	0	0.68
% Success F12	0.44	0.68	0	0	0.56
Withdraw F10	0	28	0	18	46
Withdraw F11	0	25	0	0	25
Withdraw F12	6	7	0	0	13
% Withdraw F10	0	0.24	0	0.46	0.29
% Withdraw F11	0	0.15	0	0	0.15
% Withdraw F12	0.24	0.28	0	0	0.26

IV. Faculty

	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10	0	0	0	0	0
Contract FTEF F11	0	0	0	0	0
Contract FTEF F12	0	0	0	0	0
TEMP FTEF F10	0	0.47	0	0.2	0.67
TEMP FTEF F11	0	0.87	0	0	0.87
TEMP FTEF F12	0.27	0.13	0	0	0.4
Extra Service FTEF F10	0	0	0	0	0
Extra Service FTEF F11	0	0	0	0	0
Extra Service FTEF F12	0	0	0	0	0
Total FTEF F10	0	0.47	0	0.2	0.67
Total FTEF F11	0	0.87	0	0	0.87
Total FTEF F12	0.27	0.13	0	0	0.4
% Contract/Total F10	0	0	0	0	0.0
% Contract/Total F11	0	0	0	0	0.0
% Contract/Total F12	0	0	0	0	0.0

V. Qualitative Assessments

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.

Per <http://www.labormarketinfo.edd.ca.gov> the job market is experiencing tremendous growth as evidenced below, justifying an industry and community need for human services workers. Additionally, the median hourly and median annual wages reflect growth as well.

Geographic Area (Estimated Year-Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Additional Openings Due to Net Replacements
San Francisco Bay Area (2010-2020)	2,430	2,780	350	14.4	520
Geography		Median Hourly		Median Annually	
San Francisco Bay Area		\$19.99		\$41,587	

Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.

VI. Program Outcomes and Assessments: For each one, cite Institutional Learning Outcomes (Appendix I)

Note: If program assessment has not been completed, describe assessment plan, including date, under "Assessment Findings" and put "NA" under "Action Plan."

Program	Outcomes	Assessment Findings	Action Plan
Program 1:			
Program 2:			
Program 3:			
Any general education components:			
Any basic skills components:			
Describe assessment methods you are using:			
Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements:			

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VII. Action Plans

Please describe your plan for responding based on the preceding data: BI Tool (see II., III., IV. above), program learning outcomes action plans (see VI. above), Berkeley City College (BCC) and Peralta (PCCD) institutional goals (see Appendix II), and/or external evidence (see V. above) if appropriate. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. Please add rows as needed.

Action Item	Steps/Timeline	Person(s) Responsible	Supporting Data Source (check all that apply)
<ul style="list-style-type: none"> 1. Expand the job developer position to increase attention to students' internship placements which further enhances instruction 	Fall 2014	Coordinator, Dean, VPI	<input type="checkbox"/> P.O. <input type="checkbox"/> Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC <input type="checkbox"/> Institutional Goals <input type="checkbox"/> PCCD <input type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
<ul style="list-style-type: none"> 2. Hire one full time contract faculty. 	Fall 2014	Dean, VPI, PCCD	<input type="checkbox"/> P.O. <input type="checkbox"/> Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC <input type="checkbox"/> Institutional Goals <input type="checkbox"/> PCCD <input type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
3. Institutionalize P&HS program	Fall 2014	Dean, VPI, PCCD	<input checked="" type="checkbox"/> P.O. <input type="checkbox"/> Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC <input type="checkbox"/> Institutional Goals <input checked="" type="checkbox"/> PCCD <input type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
4. Advertising and Recruitment, outreach to high schools and community partners	Engage PIO Fogarino Attend academic fairs	Coordinator	<input type="checkbox"/> P.O. <input type="checkbox"/> Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC <input type="checkbox"/> Institutional Goals <input type="checkbox"/> PCCD <input type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
5. Research and resolve incorrect stats collected by district, which are of concern	Spring/Fall2014 Contact/Engage District	Coordinator	<input type="checkbox"/> P.O. <input type="checkbox"/> Assessment Action Plans <input type="checkbox"/> BI Data <input type="checkbox"/> BCC <input type="checkbox"/> Institutional Goals <input type="checkbox"/> PCCD <input type="checkbox"/> Institutional Goals <input type="checkbox"/> Other

VIII. Narrative: For disciplines that support interdisciplinary programs provide additional qualitative data if appropriate.

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 204 a/b and 1a; SOC 2 and 8; COMM 6 and 45; BIOL 10; BUS 201 and 202 are taught by full time contract faculty. We are working with the curriculum committee to make soft changes to

some of the courses, including changing SOCSC 101 to HUSV 118 and adding a new course, HUSV 117, Behavioral Health.

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.

IX. College Strategic Plan Relevance

Check all that apply

- New program under development
- XX Program that is integral to your college's overall strategy
- Program that is essential for transfer
- XX Program that serves a community niche
- XX Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

X. Resource Needs: Please use the Excel template to estimate the cost of your needs, which will be used to support budget planning efforts.	Link to Action Plans (Refer to # of item in section VI)	Estimated Cost: Please use Excel template to estimate costs.
Please describe and prioritize any faculty, classified, and student assistant needs. Hire 30 hours a week job developer		36K
Please describe and prioritize any equipment, material, and supply needs. TurnItIn.com		
Please describe and prioritize any facilities needs.		

Appendix I: BCC Institutional Learning Outcomes (ILOs)

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 (Quantitative Reasoning*)

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 (Intercultural Competency*)

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

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.*

*Proposed changes as of November 2013

Appendix II: Goals

Berkeley City College Institutional Goals 2013 - 2014

1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)
3. Ensure BCC programs and services reach sustainable, continuous improvement level
4. Collaborate to ensure Fiscal Stability
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources

Peralta Community College District Strategic Goals 2013 - 2014

- A. Advance Student Access, Equity, and Success
- B. Engage and Leverage Partners
- C. Build Programs of Distinction
- D. Create a Culture of Innovation and Collaboration
- E. Develop and Manage Resources to Advance Our Mission

BCC Goals	Alignment with PCCD Goals Below
1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students	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)	A. Advance Student Access, Equity, and Success C. Build Programs of Distinction
3. Ensure BCC programs and services reach sustainable, continuous improvement level	B. Engage and Leverage Partners C. Build Programs of Distinction D. Create a Culture of Innovation and Collaboration
4. Collaborate to ensure Fiscal Stability	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	E. Develop and Manage Resources to Advance Our Mission