2018-19 Program Review – Career Education

Social Work and Human Services Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

> The mission of the Social Work and Human Services is to provide a comprehensive curriculum for paraprofessionals in social work and human services. It is designed to help California meet the statewide challenges and the rapidly expanding need for health, public, and human service/social worker paraprofessionals. Students' training will allow them to become well-rounded employees who are able to participate as team members in health and human service agencies and social work settings. The program is also designed to align with various transfer programs for students who wish to continue to an Associate of Arts Degree in Liberal Arts with an emphasis in Social and Behavioral Sciences or the Associate Degrees for Transfer in either Psychology or Sociology

List your Faculty and/or Staff

> Melina Bersamin
> Kristine Kovach
> Melina Winterton

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

> Plan 1 – Transfer pathways from BCC to four-year universities
> A complete revision of the program was completed in the last three years. The program is just in the process of a reboot.
>
> Plan 2 - Collaborative work with high schools and adult schools
> The program completed conversations with Berkeley Adult School (enrollment over 3,000 adult learners) on creating an onramp from adult education to the community college. There are promising opportunities to partner with the BCC ESOL faculty to contextualize courses and support more English language learners for the job prospects ahead. Occupational growth for multi-cultural, multi-lingual students is expanding in the Bay Area. The non-credit certificate will begin to be offered in fall 2019.
>
> Plan 3 – Target student population
> Past success with veterans and others with PTSD, has indicated a program niche for successfully working with a hard-to-serve population dealing with mental health issues. In order to better serve the student population with lived experience who also need jobs. The program is positioned to strongly succeed in this goal with additional campus supports such as full-time mental health services and peer-led support groups. In the spring of 2019 our fieldwork program will focus on peer-mental health counseling at Berkeley City College.

Describe your current utilization of facilities, including labs and other space

Utilization of classrooms for class meetings. No associated labs. Increased faculty office space could be useful for mentoring students in the program.

Career Education

Using the **LaunchBoard** what are the job placement rates for your program for the past three years? (What % of your graduates have secured employment in the field within 3 months of leaving the program?). Note: you will need to establish a username and password for the LaunchBoard if you don't already have one.

2014-15 Job Placement %	% Employed in the field within 3 months	2015-16 Job Placement %	% Employed in the field within 3 months	2016-17 Job Placement %	% Employed in the field within 3 months
66%	66%	67%	67%	NA	NA

Using the **LaunchBoard**, what are the projected job openings in your discipline for the next three years?

Projected job prospects for community and social service specialists in the Bay Area are 129 openings annually between 2015-2020 and 646 as a five-year projection between 2015-2020. This employment sector will witness an estimated 14.4% increase of jobs within this employment sector. Our graduates will be ideal candidates for these positions.

A separate job category, social and human services assistants, has even greater projected job growth within the San Francisco Bay area. Projected annual openings between 2015-2020 of 667 or 3,333 jobs in the next five years between 2015-2020 are significant. This is a 16.3% growth in this field. Our non-credit certificate completers will be ideal candidates for these positions.

How is your discipline or program responding with regard to changes in labor market demand?

In consultation with our advisory board, a complete revamp of our program was completed over the last three years. We looked introspectively at all of our courses and developed a credit certificate to best serve students wishing to enter the community and social service fields. Too our development of the non-credit certificate (launching fall 2019) will address the need in the region for social and human service assistants.

Our current goals are to
1) Increase enrollment in a revised certificate program in social work and human services.
2) Launch recently created non-credit certificate in community health work.

Do you have an industry advisory board in place?

Yes

Has your industry advisory board met regularly (at least once per quarter or semester)?

During the past three years while the program was under significant revision, our advisory board has met each October as we were awaiting curriculum updates to work their way through the state approval process. As the program begins to increase enrollments the advisory board will begin to meet each semester to evaluate program growth and make sure that we are serving the needs of our students and our community partners.

Please list of your industry advisory board members.

In addition to our faculty and administrators at Berkeley City College we have the following advisory board members from the community:

Courtney Blair, Geriatric Care Manager
Todd Evans, Seneca At Risk Youth Services
Delfina Geiken, Employment Administration City of Berkeley
Claudia Gonzalez, Coordinator Academy of Medicine and Public Service Berkeley High School.
Susan Marchant, Graduate School of Education, Mills College
Sanjida Mazid, Alameda County Behavioral Health Services
Seth Scher, Substance Abuse Program, Highland Hospital, Oakland
Anne Mitchell, Program Director, Pacific Center.

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?

2017 Advisory Board Recommendations

- Completed—Develop the credit program further and a build non-credit option for students.
- In process—Increased connections with regional agencies. These collaborations are essential and may provide great supports for our students and our program.
- In process—Establish protocols for placing, supporting, and assessing hands-on workplace experiences for our students
- Spring 2019 launch—Offer HUSV 119 and advise students to take it (currently it is an elective in the credit certificate program).

2018 Advisory Board Recommendation

- In process—Review coursework with emphasis on skills requested from advisory board. Are there major or minor changes that we can make to our existing coursework structure? Review curriculum taking into consideration suggestions from advisory board members. At core is how to tailor program offerings to touch so many varied career options?
- In process—Continue formalization of the internship and establish a standard number of internship hours required as well as protocols for the ongoing sustainability of the course. Institutional support is essential for placement and administration of the work.
- In process—Increase the diversity of our instructors within the program.

Does your program require state or national licensing? If yes, please specify. What is your college's set standard passing rate for this exam or license? If yes, what is the name of the exam or License? State the set standard pass rate.

Not applicable

Do your students participate in other third party certifications? If so, please provide their success rates (include the % of completing students successfully getting certified). If yes, what is the third party certification? State the set standard pass rate

Not applicable

Is your program working with a Deputy Sector Navigator?

Not applicable

If yes, briefly describe your program's work with the Deputy Sector Navigator.

Not applicable

What programs similar to yours exist in the surrounding area or at nearby East bay colleges? (Micro region in **LaunchBoard**)

We see similar programs at Diablo Valley College, Contra Costa College, Los Medanos College, and Merritt College. Merritt and Los Medanos offer the most sections, 13 and 16 sections respectively. With the wide range of career opportunities there is room to expand course offerings at Berkeley City College, currently at 3.

Concerning is that while job forecasts indicate increasing jobs, the overall FTES in the East Bay is declining. Starting in 2014-15 1,882 students were enrolled in these programs followed by a dip in 2015-16 to 1,341. The declining enrollments continued in 2016-17 to 1,162.

There is room for doubling the offerings as Berkeley City College. In Fall 2019 we will offer 5 sections including the credit and the non-credit certificate coursework.

In which ways is your program collaborating with other community colleges in the region?

During the process of program revision and the creation of the non-credit community health worker certificate we were in consultation with Merritt College and faculty at the community health worker program at San Francisco City College. In fact for the initial roll out of the CWH program we will be using many of the training modules created by the San Francisco City College faculty.

Please list and briefly describe the grant name, granting agency, and the goals of each grant as it relates to you discipline/department/program

At present we are not receiving grant funding for the program. As we begin to scale up we will be investigating Perkins and Strong Workforce opportunities to help with program administration.

How is your program using Strong Workforce Funds?

At present we are only using general Strong Workforce funds through our CE coordinator for instance in the production of marketing materials and supplies. In year three and year four, we will be exploring the options of financial supports for a program coordinator and internship placement specialist.

Enrollment Trends
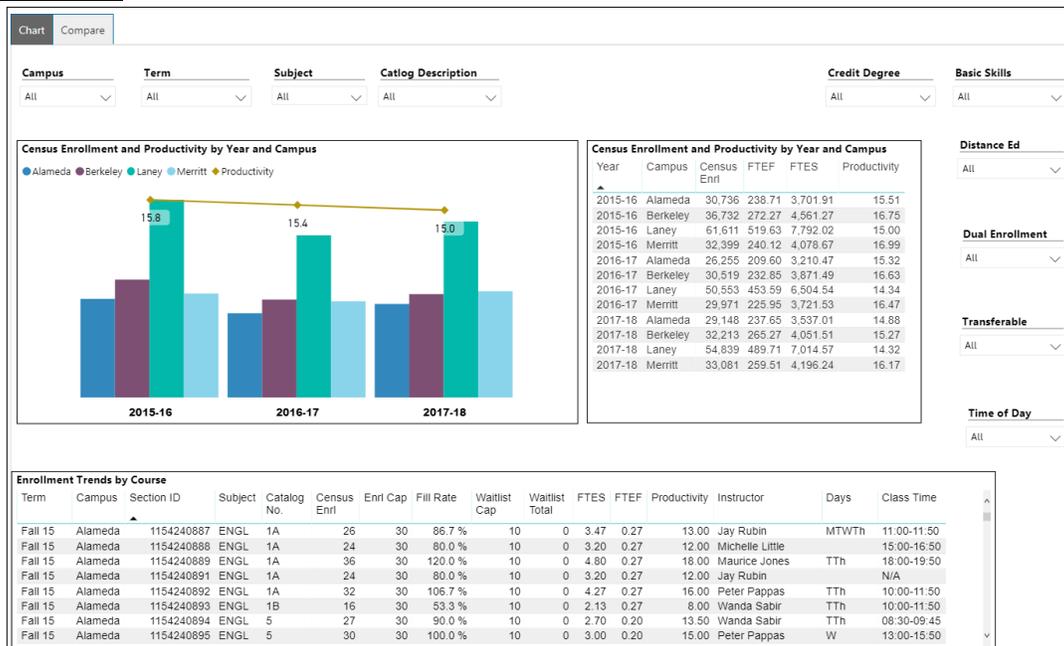
[Enrollment Trends Power BI dashboard](#)

Note: Please consider the most recent 3 years when answering the questions below.
Set the filters above to your discipline, and discuss enrollment trends over the past three years

Enrollment in the HUSV program has been in a transitional phase with the initiation of our newly revised certificate. As such enrollments have regardless hovered around 300 students a year, yet this enrollment was largely carried by our health education courses. Looking just at HUSV alone we see a reduction from 2015-16 to 2017-18 from 189 to 60. This is basically a product of our transitioning from older degrees and certificates to the newly launched certificate program.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

At present we have offered most of the coursework in the evening in an attempt to capture working students. We have attempted to rotate the evenings that each course is offered so as to enable various students to attend the certificate coursework.

Starting in the spring of 2019 we will be piloting HUSV 119 on Friday mornings and we will be assessing the impact of this offering.

In fall of 2019 we will also be piloting our introduction to social work class as an online class.

Over the next three years we will assess the ongoing development of the program. It is most concerning that there is not a lead faculty or program coordinator for administering this program.

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

At present we are just beginning the process of rebuilding the program. During the process of our restructure we held focus groups with students in the previous iteration of the program. There is some concern with the upcoming financial constraints facing Peralta that scheduling for the program will have to be reduced. As such we might have to consider a rotation of course offerings as at present we have been offering three sections of health education and both HUSV 117 and 118, the core requirements for the certificate, each semester. As we grow, we can assess the best times, days, and modalities. Again as mentioned above a lack of a lead faculty or program coordinator is probably the biggest hurdle to the program.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

HUSV instructors use a wide array of strategies to engage students. A few examples will suffice.

Within HLTHED 1 students learn about some of the issues of health promotion and advocacy through offering a health fair at Berkeley City College.

Within the introduction to social work class, HUSV 118, students not only ground their investigations into the history of social work but also learn about local agencies and their work through various simulations.

In behavioral health, HUSV 118, students determined mental health issues facing our local student population and developed interventions in 2018.

We are excited to offer HUSV 119 in the spring 2019 for the first time. In this role students will gain experiences as peer-mental health counselors and work with our behavioral health staff in applied settings.

We are excited too with the launch of our non-credit community health worker certificate and have borrowed many of the training modules from a lab manual produced by the community health work faculty at San Francisco City College.

Classroom Technology:
We are indeed fortunate to be teaching at an institution that possesses relatively new classroom technology and has demonstrated a commitment to maintain the equipment. Social science instructors utilize the smart classroom technology immensely as well as the white boards and other classroom technologies. One recommendation would be to ensure all classroom computers are up-to-date (soft and hardware) and that the room is stocked with other teaching materials (e.g., functioning white board erasers) to best serve our students. Too an audit of classrooms show that many of our classrooms orientations could be adjusted to make use of the overhead projector screen and also white boards.

Canvas:
Nearly all of the Social Science instructors use a Canvas shell for each of their courses whether face-to-face, live, or hybrid. Canvas has allowed for the dissemination of material in a far more abundant and efficient manner than previously available at Berkeley City College. Canvas is used as a repository for class handouts and to embed any visual material screened in class. This improves student learning by allowing them to fill in the "what did I miss?" material if they have a class absence. It also allows students to be re-screen required course material before exams. Instructors can also use Canvas for content quizzes and practice quizzes so students can assess what they are learning on a week-to-week basis. Canvas allows student access to instructors (asynchronous and synchronous) to ask questions about course material between face-to-face lectures. Canvas provides instructors with an effective messaging system to send lecture summaries, frame upcoming lectures, send class updates and deadline reminder.

There are two important elements that we need in terms of Canvas. First the college has yet to hire a replacement for our online education specialist. Having an individual in house to deal with the online platform is essential to the ongoing function of our online platforms for student success. Second many of us request a series of trainings and/or supportive audits to improve the compliance of our courses and assists with ADA.

At present the program only offers face-to-face course sections.

Curriculum
Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

Revised Certificate Programs (To be updated 2020)—
Social Services Paraprofessional Associate of Arts Degree
Community Health Worker Non-Credit Certificate

Revised Coursework (To be Updated 2020)
HLTHED 1 Exploring Health Issues
HUSV 117 Introduction to Behavioral Health Services
HUSV 118 Introduction to Social Work and Human Services
HUSV 119 Fieldwork: Social Work and Human Services
HUSV 500A Bridge to Community Health Worker Careers
HUSV 500B Bridge to Community Health Worker Careers

Deactivated programs and certificates during the last three years—
Community and Public Services Certificate
Community Health Worker Certificate
Social Services Paraprofessional Certificate
Public and Human Services Overview Certificate
Community and Public Services Associate of Arts Degree
Community Health Worker Associate of Arts Degree

Deactivated courses during the last three years—
HLTOC 201 Medical Terminology I
HLTOC 202 Medical Terminology II
HUSV 70 Boundaries and Ethics
HUSV 71 Cultural Brokerage
HUSV 109 Diverse Populations
HUSV 110 Social Services Specialization I
HUSV 111 Specializations II
HUSV 112 Field Experience I
HUSV 113 Field Experience II

CurriQunet Meta
Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

At this point we have basically just completed a major revision of all of the courses and programs within the social work and human services program. There is some discussion, especially with looming budget cuts, to reevaluate the core courses of the certificate program. Should the core remain the same? Also an issue that has been discussed is the entire HUSV prefix. Would social work be more fitting as SOCSCI? These and other questions will be discussed with faculty in the program, students, and our advisory board over the coming semesters.

Student Learning Outcomes Assessment
List your Student Learning Outcomes

HUSV 117
Conduct a needs assessment of a community.
Describe the health belief model and the ecological model as they apply to supporting behavioral change.
Design an outreach program or campaign focusing on supporting/facilitating a healthy behavior.

HUSV 118
Evaluate and synthesize political, social, and economic issues impacting social work and human services programs from historical and contemporary perspectives.
Explain the role and scope of entry level social work and human services.

HUSV 119
Demonstrate professional skills in social work or the social service occupations
Explain the ethical and legal considerations faced by paraprofessionals in social work or the social service occupations

500A
Identify various specialties within the field of community health worker
Assess personal readiness to enter the community health worker field
Demonstrate knowledge of the nine industry standard competencies for community health workers

500B
Demonstrate an introductory understanding of one specialty within the community health worker occupation.
Produce a guided pathway map and provide detailed descriptions along the timeline of educational and skill attainment necessary for a student to reach their goals
Produce a curriculum vitae and cover letter for a specific volunteer/job/internship position

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

One of the issues that we faced with the old programs and certificates were the number of courses being offered and assessment was rather informal. With changes in the program there will be a more efficient and effective course and program assessment put into place.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

As we have basically recreated the programs, we are at a baseline moment in terms of program assessment of social work and human services. Assessing the programs and revising them was the work of the last three years. To summarize we had nine degrees and certificates and few individuals completing these program. Moving forward we have the opportunity to develop and improve the program assessment with our existing two certificate programs.

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?
Collaboration

As a relatively small program, there is a need for a program coordinator to help with the assessing of the program courses and certificates. At present, the faculty in the program has worked together in the creation of the course content for our upcoming HUSV 119 course. There is great opportunity for inclusion of faculty members in all aspects of assessment.

Leadership Roles

While our part-time faculty volunteer immense amounts of time to give life to the program, there is a need for a compensated faculty lead or program coordinator to properly conduct assessment of the HUSV program and courses.

Planning Process

As there has been significant turnover of staffing as well as significant changes in courses and programs, our current establishment of the three-year assessment cycle will be useful for assessing where we are at and where we need to go to improve assessment within social work and human services.

Dept meetings for Collaboration

Assessment is discussed at all department meetings. However most of these discussions revolve around announcing which courses need to be assessed. Rather more time should be spent in discussing how we can assess our courses and programs better. Also in terms of reporting out, what are we learning in our respective course and program assessment efforts? How might this help social science instruction more generally?

Data Analysis

There is a need for a compensated program coordinator to properly conduct assessment of the HUSV program and courses.

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

Probably the most interesting element involved within the three-year process of updating this program was the overall contemplation of what are the needs of our students that wish to enter the workforce as paraprofessionals and/or transfer to further their careers in the social work and human services industry. In the end we decided on the formation of the non-credit and credit coursework in response to the needs of students.

The credit certificate involves a tripartite focus on behavioral and physical health while also requiring students a foundation in social work history, theory, and method. Each of the courses in the program was reviewed and updated based on previous assessment.

Too our non-credit certificate program was the product of assessing students in the former programs. We found many of the students attracted to the program were lacking the skills necessary to be successful in transfer-level coursework. As such the non-credit pathway serves as a bridge to our credit and transfer degrees. The restructuring of the program is largely a result of course and program assessment.

Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

In addition to the core requirements of the credit certificate there are various elective requirements from different fields of the social sciences ranging from psychology to anthropology, from sociology to ethnic studies. As such this program is an ideal vantage point, similar to global studies and education, to contemplate ways to best capture and assess multidisciplinary programs. As is similar to other programs, at present the focus has been primarily course assessment within the specialized courses HUSV, HLTHED, and HLTHOC. Importantly there is a need to expand our understanding of the various discipline coursework contained within the certificate.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

Within previous assessment cycles materials have been submitted but record keeping is somewhat lacking over past practices. This is one of the reasons why the reset of the program can enable more documenting of assessment practices and also enable the program faculty to contribute to ILO discussions at the college.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

As discussed elsewhere throughout this report, at present the program does not have a specific faculty and much of the work required from assessment to administration requires an individual to have the compensation to coordinate these efforts. At present we have two part-time instructors in the program and while they both provide great contributions and energy to the program, a specific program coordinator would help to increase assessment efforts of the social work and human services program.

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

The mission of the Social Work and Human Services is to provide a comprehensive curriculum for paraprofessionals in social work and human services. It is designed to help California meet the statewide challenges and the rapidly expanding need for health, public, and human service/social worker paraprofessionals. Students' training will allow them to become well-rounded employees who are able to participate as team members in health and human service agencies and social work settings. The program is also designed to align with various transfer programs for students who wish to continue to an Associate of Arts Degree in Liberal Arts with an emphasis in Social and Behavioral Sciences or the Associate Degrees for
Transfer in either Psychology or Sociology

Course Completion

[Course Completion Power BI Dashboard](#)

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).
Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.
Age

The age range rates are based off of small sample sizes. Unlike other areas of the social sciences the success of students is a bit older overall within this program. The non-credit certificate might assist success rates of students in their 20s.

Ethnicity

Success is again based off of small sample sizes but spring 2018 was concerning with the completion of African American students at 8%. Faculty will contemplate actions to reach out to underrepresented groups in our courses and programs.

Gender

Males have a significantly lower success rate from spring 2018 (14%). While females were somewhat higher at 44%, there is work to be done to improve completion overall within this program hence the restructuring.

Foster Youth Status

Not applicable

Disability Status

Not applicable

Low Income Status

Not applicable

Veteran Status

Not applicable

Consider your course completion rates over the past three years by mode of instruction. What do you observe?
Face-to-Face

Regarding course completion, it is obvious that this program is in a transitional phase over the last three years. Basically the reset academic year, initiating the new credit certificate, was 2017-2018. The completion rate for our first year was fairly dismal with a 47% completion rate in HUSV 117 and a 43% completion rate in HUSV 118. These numbers are a result of a small sample size as these courses were relatively low-enrolled sections. Too the increased academic rigor of the program caused many of the traditional students who enrolled in the program to find less supports than in the past. Also there was basically no marketing for this program at that time. As enrollments increase it is our hope that the success of our students will be associated as the program gains momentum. Furthermore with the addition of our non-credit certificate we will be able to provide supports to students needing help with transfer-level coursework by recommending the non-credit pathway.

Hybrid

Hybrid courses have not been used within this program, though there is discussion that possibly our fieldwork course (HUSV 119) might benefit as a hybrid course. As such the course was updated in 2018-19 to enable this possibility in the future.

100% Online

At present we are only offering face-to-face courses in the program. In the fall of 2019 we are contemplating offering the Introduction to Social Work course as an online offering. If and when this occurs it will be interesting to consider if online learning is ideal for this student population.

Dual Enrollment

Not applicable

Day time and Evening

See discussion above about scheduling.

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

In the previous iteration of the program, the success rates were largely within the range of the BCC goals. Where we do see a dip was in the process of the program restructure. As the new certificate begins to increase in popularity and the courses draw more students we will see in increase in course completion. Too in the spring 2018 we started embedded tutors and this too may help to raise the completion rates for our courses.

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/hybrid course?

Not applicable

What has the discipline, department, or program done to improve course completion and retention rates?

The following are some of the means that the program has used to increase course completion and retention:

Restructure coursework to find the most relevant and important material for individuals entering the social work and human services workplace.

Launch the non-credit degree as a means to help students with a desire to enter the helping fields to determine their career and educational pathway. Ideally with clear career goals, the student

will be better connected to their coursework and more likely to succeed.

Increase supports for students in the form of embedded tutors, faculty advising, and career mentors.

Improvement plan
Student Supports— Increase faculty mentoring, student embedded tutors, and career placements.

Non-credit coursework Launch—help students struggling in the certificate program.

Degrees & Certificates Conferred

[Degrees & Certificates Power BI dashboard](#)

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.

For the past few years certificates and degrees have hovered around 24-27 degrees. In 2017-18 that declined a bit to 14. This drop is a result of our last individuals finishing the old certificate and degree programs. We will start seeing graduates in our new programs in spring 2019.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Contemplate the course content and sequences within the program.
Launch the non-credit certificate.
Increase faculty advising and in-class supports for students.

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Recruit students into the program.
Launch the non-credit certificate program
Establish connections with career coaches. Connect with industry partners in different fields to increase student exposure to different areas within social work and human services.

Engagement

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 is no full-time faculty currently in the program. Dr. Melina Bersamin has served as a faculty lead in collaboration with the chair. For information on their service contributions see psychology and anthropology reports.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

While the majority of faculty is part-time there are various community organizations that have partnered with the BCC program. As our board illustrates, connections with various organizations have been forged over the past few years.

We have had students complete internships with a wide array of organizations such as: The Homeless Prenatal Project of San Francisco, the Oakland Children's Hospital, the City of Berkeley, Kaiser Permanente of Oakland, the Berkeley Youth Alternative, and many more.

That said, we are somewhat looking inward at this time of the program development. In spring 2019 our field experience students will serve as peer mental health counselors on our own campus. As the program grows, so too will our formal relations with community based organizations enabling our students a more well-rounded experience of work placement. This requires supports in the form an internship placement specialist to develop these formal relationships and administer student placements.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Part-time faculty in the program has always been key to the ongoing functioning of the HUSV department. This continues today and will be a priceless contribution especially as the financial realities facing the Peralta District begin to play out at the college and program level.

Action Plans

Improve enrollments—With the new programs in place, increase recruitment efforts.
Request—Program coordinator .2 release for fall and spring semesters.

Formalize internship program—While at present students will complete internal internships, expand options for students to gain work experiences.
Request—Internship placement coordinator. Develops formal relationships with community partners, places students in internships, and assess ongoing functioning of the program.

Evaluate the certificate requirements—include ongoing recommendations of the advisory board into course and program development.

Assessment—Increase the formalized capture and analysis of assessment at the course level. Increase assessment efforts. In spring 2019 assess our HUSV 119 coursework to determine the best route forward for the fieldwork component of the program. Increased assessment of new courses in the non-credit program. Assess the new coursework 500a and 500b to determine the best delivery of this new format of course offerings.

Prioritized Resource Requests Summary
In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff	Internship placement coordinator	$60,000	$20,000	$80,000
Personnel: Student Worker	Continuation of embedded tutor program	$6,000		$6,000
Personnel: Part Time Faculty				
Personnel: Full Time Faculty	Program coordinator release .2.	$8,000		$8,000