

**STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES**

MINUTES

**Monday, May 20, 2013
10:30 a.m. – Room M2-34**

Presiding: Ms. Stacy Holland

Present: Dr. Stephen Curtis, Dr. Judith Gay, Dr. Samuel Hirsch,
Ms. Mary Horstmann, Mr. Chad Lassiter, Dr. James Roebuck

Guests: Mr. John Moore, Dr. Sharon Thompson, Dr. Connie Watson, Ms. Kerry
Arnold

(1) Executive Session

The Committee discussed and agreed to recommend the College's proposal to create a separate Department to address developmental and foundational math education. The College administration also responded to the Committee's request to include information about how to have a more immediate impact on developmental math student outcomes. Personnel related issues were discussed.

The Committee was provided with an update on labor negotiations.

(2) Public Session

a) Approval of Minutes of May 2, 2013 (Action Item)

The minutes were accepted.

b) Academic Program Audit: Behavioral Health Human Services, AAS and Associated Certificates (Action Item)

Mr. Moore reviewed highlights of the Audit of the Behavioral Health Human Services, AAS and Associated Certificates. He highlighted the fact that faculty are very engaged in the Program and students heavily invested in the Program as well.

Ms. Holland asked about the recommendations to take a year to revise the Disability Studies and Social Gerontology Certificates when there is evidence of low enrollment and graduates. Ms. Arnold responded that the current set of discussions on the future of the Certificates is focused on creating a broader certificate program. Also, the current names of the certificate programs are not contemporary. Dr. Thompson indicated that one possibility would be to revise the current Human Services Certificate by broadening it and then eliminate the two certificates in question. She felt a plan could be developed by spring 2014.

Ms. Holland suggested that when working with the program advisory committee it would be helpful to gain information on the percentage of jobs associated with the certificate and what has been the employment rate.

Action: The Student Outcomes Committee of the Board recommends that the Board of Trustees accept the audit of the Behavioral Health and Human Services AAS degree and associate certificates and require a plan involving the Disability Studies and Social Gerontology Certificates by January 2014. The recommendation for recertification of the programs will occur after the review of the plan for the certificates.

(c) Critical Thinking Competency Outcomes (Information Item)

Dr. Gay reviewed the status of the Assessment of Student Learning Outcomes for Critical Thinking.

The meeting was adjourned.

Next Meeting:

The next meeting of the Student Outcomes Committee of the Board is scheduled for Thursday, September 5, 2013 at 1:30 p.m. in conference room M2-34.

Attachments:

Minutes of May 2, 2013
Academic Program Audit: Behavioral Health Human Services, AAS and
Associated Certificates
Memo Regarding Critical Thinking Competency Outcomes

**STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES**

SUMMARY of AUDIT ACTIONS

May 20, 2013 Meeting

**Summary of Behavioral Health and Human Services, AAS and associated certificates:
Recovery and Transformation; Disability Studies; Human Services; and Social
Gerontology Audit**

The Behavioral Health and Human Services (BHHS) Program and its associated certificates comprise the largest AAS program at the College. The certificates vary greatly in size and are generally taken by students completing the BHHS degree. The program has a long history of responding to community and student needs and faculty maintain a high level of involvement with both of these constituencies.

The Program has operated to provide educational opportunities for persons seeking employment in the human service system at the associate level and above. It serves also as an important link for employers seeking to improve the human capital of persons presently employed. BHHS provides a pathway for students seeking higher degrees at transfer institutions, as well as programs to meet specialized training needs. The Program maintains a high standard of practice and is cost effective and efficient.

Recommendations center on enrollment management and following advisory board recommendations to update certificates.

Pertinent data include:

- The BHHS program has shown slow, but steady growth over the past 10 semesters from 463 students (Fall 2007) to 549 students (Fall 2011).
- Enrollment in the degree program is overwhelmingly female (75%), African-American (70%), older (65% are 30 or older), and part-time (79%) compared to the College at large: 65% female, 49% African-American, 29% 30 or older, and 69% part time.
- Retention, both Fall to Spring and Fall to Fall was higher for BHHS than for the College as a whole. Course completion rates were about the same as the Division or College. Graduation and transfer rates were also higher.
- Despite the slight growth in enrollment, the number of graduates each year has declined for three years (93 graduates in 2009 to 79 graduates in 2011) and has returned to previous levels in 2012.

Action: The Student Outcomes Committee of the Board recommends that the Board of Trustees accept the audit of the Behavioral Health and Human Services AAS degree and associate certificates and require a plan involving the Disability Studies and Social Gerontology Certificates by January 2014. The recommendation for recertification of the programs will occur after the review of the plan for the certificates.

**STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES**

MINUTES

**Thursday, May 2, 2013
1:30 p.m. – Room M2-34**

Presiding: Dr. Judith Rényi

Present: Dr. Stephen Curtis, Mr. Mark Edwards, Dr. Judith Gay, Dr. Samuel Hirsch, Ms. Mary Horstmann, Mr. Chad Lassiter, Dr. Judith Rényi, Dr. James Roebuck

Guests: Dr. Miles Grosbard, Dr. Ronald Jackson, Mr. John Moore, Dr. Sharon Thompson, Mr. David Watters

(1) Executive Session

There was a discussion about the status of information requested by the Student Outcomes Committee.

(2) Public Session

a) Approval of Minutes of April 4, 2013 (Action Item)

The minutes were accepted.

b) Proposed 2013-14 Student Activities, Athletics, and Commencement Budget (Action Item)

Dr. Hirsch introduced Dr. Ronald Jackson, Dean of Students and Mr. David Watters, Assistant Dean of Students. Dr. Hirsch introduced the budget presentation by stating that the budget revenue is comprised primarily from a \$4 per credit student fee and from net profits from auxiliary services. He explained the Board Policy that outlines guidelines for the use of student activities funds. Dr. Jackson and Mr. Watters reviewed highlights of the use of student activities fees for 2012-2013 including: recognition for the student paper, *The Vanguard*; Phi Theta Kappa International Honor Society received 5 Star Chapter Award and Distinguished Chapter Officer Team Award; and three alternative spring break trips were sponsored with Habitat for Humanity.

Mr. Watters reviewed the budget assumptions and rationale for the proposed 2013-14 Budget for Student Activities, Athletics, and Commencement. He indicated that there is a projected decrease of \$87,410 in 2013-14 projected revenue compared to the 2012-13 approved budget; an overall increase in staff costs of \$32,000; and a proposed total reduction of \$5,000 in the First Year Student Success, Child Care Center contingency, and Commencement budgets. The decrease in revenue is associated with a projected decrease in enrollment for next year.

Board members asked for details of student orientation. Dr. Hirsch explained that there is a new student orientation that is offered the week before classes begin each semester at both the Main Campus and at each Regional Center. In addition, at the Main Campus, all new students participate in a Student Orientation and Registration event. Participation mirrors College full time/part time enrollment. Students receive financial aid information and are offered a financial planning session. They learn how to register using the College's web registration system. A major goal is to help students become more self-reliant.

Board members asked about participation in athletics. The Committee was informed that the Eastern Pennsylvania Collegiate Conference (EPCC) the College was in was disbanded. Therefore, this year the College did not participate in a conference. Dr. Jackson indicated that the College has begun the process of realigning intercollegiate-athletics to transition to the National Junior College Athletic Association (NJCAA) to go into effect fall 2013. Baseball will be eliminated due to lack of student interest. The College does have intramural sports. Athletics are all on the Main Campus.

The College started a student programming board two years ago and the student board is helping to inform decisions about activities. It was also noted that the student survey showed that the interests of students on the Main Campus differ from students at the Regional Centers. Mr. Watters indicated that more students want activities and events centered on career paths and transfer.

One suggestion from Dr. Rényi was to move the printed materials to an online version.

Action: The Student Outcomes Committee of the Board agreed to recommend to the full Board approval of the proposed 2013-14 Budget for Student Activities, Athletics, and Commencement.

**(c) Academic Program Audit: Architecture and Interior Design Programs
(Action Item)**

Mr. Moore reviewed highlights of the Audits of the Architecture and Interior Design programs. Dr. Roebuck asked about the pipeline into the College's programs. Dr. Grosbard said that there is a charter high school but that school emphasizes having students attend four-year colleges and universities.

Dr. Grosbard stated that students need to take physics at the College but sometimes transfer before taking it because of the math requirements. He stated that the faculty in the programs are discussing whether students should be allowed to take any science course.

Dr. Grosbard mentioned partnerships that the department has developed, particularly with the Energy Coordinating Agency.

There was a question about job opportunities. The Architecture and Interior

Design programs are transfer programs. Dr. Grosbard stated that students who complete training in Computer Assisted Design (CAD) do acquire skills and can get jobs in the \$15-\$17 per hour range.

Dr. Grosbard explained differences at transfer institutions. For example, Philadelphia University has a five-year program while Temple University has moved to a six-year program.

The Student Outcomes Committee of the Board wants to discuss the job placement rates for transfer programs.

Action: The Student Outcomes Committee of the Board recommends that the Board of Trustees accept the audit and require an update on the recommendations in one year before recertifying the programs.

(d) Academic Program Audit: Behavioral Health Human Services, AAS and Associated Certificates (Action Item)

The Student Outcomes Committee did not discuss the topic, which will be added to the May 20, 2013 agenda.

The meeting was adjourned.

Next Meeting:

The next meeting of the Student Outcomes Committee of the Board is scheduled for Monday, May 20, 2013 at 10:30 a.m. in conference room M2-34.

Attachments:

Minutes of April 4, 2013

2013-2014 Student Activities, Athletics, and Commencement Budget: Budget Assumptions and Rationale

Student Activities, Athletics, and Commencement Budget: 2012-13 Outcomes

College Policies and Procedures Memorandum No. 211: Guidelines for the Use of Student Activities Fund

Academic Program Audit: Architecture and Interior Design Programs

Community College of Philadelphia

Academic Program Audits: Behavioral Health and Human Services, AAS

and associated certificates:

Recovery and Transformation

Disability Studies

Human Services

Social Gerontology

Division of Liberal Studies

April 24, 2013

Writers:

BHHS Faculty: Kerry Arnold, Lorraine Barber, Chrisine Coppa,
Elise Freed-Fagan, Terrilyn Hickman, Pascal Scoles, Aram Terzian

John Moore, Director Academic Assessment and Evaluation

I. Executive Summary

The Behavioral Health and Human Services (BHHS) program and its associated certificates comprise the largest AAS program at CCP. The program enrolls students that are primarily older, female, and African-American and boasts retention and graduation rates higher than the College's averages—significant given the populations served and the fact that it is primarily a career program. The certificates vary greatly in size and are generally taken by students completing the BHHS degree. Recommendations center on enrollment management and following advisory board recommendations to update certificates. The program has a long history of responding to community and student needs and faculty maintain a high level of involvement with both of these constituencies.

II. Program

- A. *Educational Mission* - The Behavioral Health/Human Service (BHHS) Curriculum has operated to provide educational opportunities for persons seeking employment in the human service system at the associate level and above. It serves also as an important link for employers seeking to improve the human capital of persons presently employed. BHHS provides a pathway for students seeking higher degrees at transfer institutions, as well as programs to meet specialized training needs. Additionally, the program seeks to meet the City's need for an educated and aware citizenry. It strives to do so while maintaining a high standard of practice and being cost effective and efficient.

- B. *Major Educational Goals* - There are four student learning outcomes for students who complete the curriculum, with brief explanations following:
 - i. Discover a stronger professional identity through personal growth experiences
Each student should engage in activities that help them understand professional standards in the human services and to explore and grow their own values and ethics to meet standards in the profession.
 - ii. Develop self within the ethical and culturally sensitive standards of helping
Students are expected to build practice experiences and engage in academic activities that help them emerge as professionals with high ethical standards and the ability to work with clients across the cultural spectrum.
 - iii. Distinguish the major theories that inform multidimensional practice
By addressing the biophysical, psychological, sociological, spiritual and ecological issues that inform a holistic understanding of human behavior, student practice will be built based on scientific inquiry rather than idiosyncratic personal opinion.
 - iv. Demonstrate the ability to use common helping skills, critical thinking and communications
Practice courses and experiences help students build the skills actually needed when working in the helping professions. Learning how to effectively communicate with clients is a key to building the relationship needed to help. Learning how to effectively solve problems through a process of critical thinking

enables both the client and the helper to work effectively on the issues that motivates the client to seek assistance.

Brief History - The Behavioral Health/Human Service program was started in September of 1968 as the Mental Health Work Curriculum. It was funded by a National Institute of Mental Health grant as one of six experimental programs started in the United States at the associate degree level. The purpose of the curriculum was to establish an innovative program designed to prepare middle-level mental health workers to meet a serious mental health worker staffing shortage. A separate Social Service program was started in 1970. Its purpose was to provide workers for social service agencies, similar to the role the Mental Health Worker Curriculum that provided workers for the mental health system. Both programs were staffed by the same faculty. During the 1973–74 academic year the MHW and the SS programs were merged into one integrated curriculum (MH/SS). This merging of curricula was reflective of what appeared to be occurring in the field of human services.

BHHS Certificate Programs: Between 1975 and 1997, the curriculum developed three certificate programs to serve specialized needs in the community. The **Social Gerontology** certificate was implemented during the 1978-79 academic year, the Alcohol and Drug certificate (now **Recovery and Transformation**) became operational during the 1985-86 academic year and in 1996-97 academic year the **Family Home Visiting** certificate(which was discontinued). Later, **Human Services** was made an integral part of the BHHS curriculum in response to a proposed need.

All of the certificates serve the BHHS student and the health care community in several ways; they are: (1) designed as initial steps for individuals planning careers in their respective fields, (2) a vehicle to upgrade the skills of individuals working in specialized settings that require new and/or updated information knowledge or specific skills and (3) seen as a way of providing continuing education for professionals working in a variety of human service settings. To facilitate a career ladder for students, all of the certificate programs are seamlessly integrated into the BHHS degree program. In 1998, because of the rapid development of behavioral managed care, the Mental Health/Social Service Curriculum officially became the Behavioral Health/Human Service Curriculum.

The last audit of the program was in 1996 with a follow up to the Board in 1999. At the time recommendations were:

1. A revision to the curriculum that would allow students to both go directly into employment or transfer. **This was completed.**
2. The continuation of the Social Gerontology program. **This was completed.**
3. Limiting enrollment in the curriculum over concerns for space and teaching staff. **This was determined to not be viable and the program has continued to grow and has successfully accommodated this growth.**

C. Curriculum

This curriculum is designed for students interested in working with people in need. Students will have the opportunity to study human behavior and human development within the context of the psychological, social, and biophysical environments in which people live. They will develop skills needed to work with others both one-on-one and in groups. They will develop the value base from which they will practice and learn the ethical standards of the helping professions. They will learn to appreciate and work in a multicultural environment. As a major part of their study, they will also have the opportunity to work directly with people in need by being assigned two field placements with agencies and institutions in the community.

The curriculum is designed to help students interested in working in a wide variety of helping settings including: alcohol and drug rehabilitation facilities, behavioral health agencies, geriatric centers and life care facilities, youth centers, criminal justice facilities, schools serving special needs children and youth, and community outreach programs.

Students in the curriculum are expected to challenge their own values and personal biases as they relate to working with people. This is a personal experience that requires students to engage in activities aimed at raising self-awareness and often requires self-disclosure. Students can expect to encounter a variety of experiences during their course of study that will be personally challenging and require a willingness to be introspective. Above all, students must be open to change.

Figure 1: Curriculum Sequence: BHHS

BEHAVIORAL HEALTH/HUMAN SERVICES COURSE SEQUENCE¹

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
FIRST SEMESTER			
ENGL 101 - English Composition I		3	ENGL 101
BHHS 101 - Introduction to BHHS		3	
CIS 103 - Applied Computer Technology		3	Tech Comp
BHHS 105 - Introduction to Group Dynamics		3	
BHHS 111 - Introduction to Helping Skills	BHHS 101 (may be taken concurrently); Acceptance into the BHHS curriculum or related certificate program	3	
SECOND SEMESTER			
ENGL 102 - The Research Paper	ENGL 101	3	Info Lit
BHHS 103 - Human Development and Behavior in the Social Environment		3	Am/Global Div.
BHHS 194 - Case Management Practice	BHHS 111	3	
BHHS 195 - Practicum in BHHS I*	BHHS 111	3	
Social Science Elective		3	Social Sciences
Humanities Elective		3	Humanities
THIRD SEMESTER			
BHHS 212 - Resolution-Focused Helping Skills	BHHS 111 Coreq: BHHS 213	3	
Social Science Elective		3	
General Elective		3	
BHHS 213 - Practicum in BHHS II*	BHHS 195; Coreq: BHHS 212	3	
BHHS 106 - Analysis of Group Participation	BHHS 105	3	
FOURTH SEMESTER			
BHHS 293 - Family and Relationship Counseling	BHHS 111	3	
Mathematics Elective (MATH 118 or higher)		3	Mathematics
Science Elective		3-4	
General Elective		3	
General Elective		3	

*YW 196 - Practicum in Youth Work (prerequisites YW 101, YW 110) may be substituted for one of the following: BHHS 195 or BHHS 213. Students taking or planning to take YW 196 must enroll in either BHHS 194 or 212 so that they will have completed all these courses for their BHHS degree.

**Directed Elective List: BHHS 151 - Family Violence, Abuse and Trauma, BHHS 171 - Introduction to Social Gerontology, BHHS 277 - Behavioral Development and Social Processes of Aging, BHHS 121 - Foundations of Recovery and Transformation, BHHS 222 - Assessment and Service Planning in Recovery, BHHS 131 - Faith and Spirituality in Human Services, BHHS 161 - Introduction to Disabilities, BHHS 261 - Developmental Disabilities Support Services, BHHS 241 - Crisis Intervention, LEAD 120 - Introduction to Conflict Resolution: Theory and Practice, YW 101 - Foundations of Youth Work, YW 110 - Family and Community Engagement, YW 115 - Critical Issues in Youth Work

¹ In the 2013-14 College Catalog, directed electives will be listed as general electives.

Special arrangements for students currently employed in behavioral health/human services facilities can be made to enable them to use their place of employment for their two field placement experiences. Final approval for such an arrangement rests with the faculty member(s) in charge of field placements.

The curriculum is designed to prepare students to enter employment after completing the associate's degree. Graduates of the Curriculum are prepared to work as substance abuse and behavioral disorder counselors, caseworkers, case managers, mental health counselors, health educators, social and human service assistants, and community and social service specialists.

Roughly 60% of BHHS graduates continue their education at a baccalaureate institution. To facilitate this BHHS has developed several articulation agreements with four-year colleges and universities.

Curriculum Map - The curriculum map identifies four major curriculum level objectives and how each course in the curriculum addresses each of these objectives and at what level of expected student achievement.

Figure 2: Curriculum Map

Required Courses	Programmatic Learning Outcomes			
	Discover a stronger professional identity through personal growth experiences	Develop self within the ethical and culturally sensitive standards of helping	Distinguish the major theories that inform multidimensional practice	Demonstrate the ability to use common helping skills, critical thinking and communications
Required Courses				
BHHS 101-Intro to Behavioral Health and Human Services	I, A	I, A	I, A	I, A
BHHS 103- Human Development and Behavior in the Social Environment	I, A		I, R, A	I, R, A
BHHS 105- Intro to Group Dynamics	I, R, A	I, R, A	I, R, A	I, R, A
BHHS 106 – Analysis of Group Participation	I, R, A	I, R, A		
BHHS 111- Intro to Helping Skills	I, R, A	I, R, A	I, R	I, R, A
BHHS 194- Case Management Practice	I, R, A	I, R, A	I, R, A	I, R, A
BHHS 195- Practicum in BHHS I	I, R, A	I, R, A	I, R, A	I, R, A
BHHS 212 – Resolution-focused Helping Skills	I, R, A	I, R, A	I, A	I, R, A
BHHS 213- Practicum in BHHS II	I, R, A	I, R, A	I, R, A	I, R, A
BHHS 293 – Family and Relationship Counseling	I, R, A	I, R, A	I, R, A	I, R, A
General Electives				
BHHS 121 - Foundations of Recovery and Transformation	I, A	I, R, A	I, A	I, A
BHHS 131 –Faith & Spirituality in Human Svcs	I, A	I, R, A	I, A	I, A
BHHS 151 - Family Violence, Abuse and Trauma	I, R, A	I, A	I, A	I
BHHS 161 - Introduction to Disabilities	I, A	I, R	I	I, A
BHHS 171 - Introduction to Social Gerontology	I, A	I, R, A	I, A	I, A
BHHS 222 - Assessment and Service Planning in Recovery	I, R, A	I, R, A	I, R, A	I, R, A
BHHS 241 - Crisis Intervention	I	I, R, A	I, A	I, A
BHHS 261 - Developmental Disabilities Support Services	I	I, R	I, R	I, R, A

Course Coherence - There are basically three curriculum threads that were used to plan the curriculum experience for student development; 1) academic skills, 2) specific core helping skills courses, and 3) general elective courses either for BHHS practice certificates or for general knowledge.

D. *Revision of Curriculum and Certificate Programs*

In 1998, to accommodate the rapid increase in the use of computers by social service agencies (and to meet new General Education standards), a requirement was added for CIS 103. Several minor course changes were also completed, including the combining of BHHS101 and BHHS102 (Human Behavior and Development) into one 4 credit course (BHHS 103) and the elimination of a summer practicum.

In 2004, BHHS 294 (Practicum Supervision) and BHHS 295 (Practicum III) were eliminated from the curriculum. In 2005, BHHS 103 was changed from a 4 credit to a 3 credit course. In 2007, there was a change in graduation requirements requiring a grade of "C" or better in all program core courses which then became the standard. Also, admission to the program now required attending an orientation.

Another curriculum revision was approved in 2008. A new BHHS 101 (Introduction to Human Services) was developed and added to the curriculum; it is offered in traditional and hybrid forms. BHHS 194 was revised to become Case Management Practices. BHHS 195 became an Independent Practicum (not linked to another course). A revised BHHS 212 (Brief Counseling Skills) became Resolution Focused Helping Skills with BHHS 111 (Introduction to Helping Skills) being required as a prerequisite. BHHS 291 (Theories of Counseling) was eliminated from the curriculum. BHHS 292 (Practicum II) was renumbered as BHHS 213 and linked with BHHS 212. Both Practicum 1 (BHHS 195) and Practicum 2 (BHHS 213) were revised to reflect current learning outcomes.

Between 2008 and the present, a number of other curriculum activities occurred. The course BHHS 131 (Faith and Spirituality in Human Services) was developed in collaboration with the City of Philadelphia's Mayor's Office on Faith Based Initiatives and the Department of Behavioral Health and Intellectual disAbilities Spirituality Initiative. BHHS 151 (Family Violence, Abuse and Trauma) was revised to include trauma-informed perspectives related to violence. The Drug and Alcohol Certificate was renamed Recovery and Transformation to reflect current philosophical perspectives of what "recovery" includes.

The program also recently (2012) moved from a select program to an open one.

- E. *Curricular Innovations* - One of the main initiatives of the BHHS curriculum faculty is the embracing of educational technology to improve teaching and learning. And because many BHHS students are working adults with families, there is the potential for strong interest in distance education. As many students are unfamiliar with distance education as an educational modality, the curriculum faculty decided to offer the BHHS 101 course using hybrid methodology (half of the course in class and half on-line).

Another innovation was the development and active use of a faculty-sponsored website for student use (<http://facbhhs.org>). This website contains all of the information a student needs to know about the curriculum and has links to a number of College and employment resources, including a Curriculum Planning Form (Appendix A). Its development is an important centralized communication tool between students and the curriculum. The website is maintained by a faculty member in collaboration with BHHS faculty.

The program faculty have also developed several alliances with the human service community. They have reviewed several workshops delivered by the Mental Health Association of Southeastern Pennsylvania and now offer prior learning credit for these workshops. Through the Philadelphia Alliance, the program faculty also offer courses at a number of worksites to allow individuals in the field to start on a degree or certificate that they can then finish on campus. The program has also partnered with Ready, Willing, and Able to prepare potential students for entry into the College.

A BHHS faculty member has written an article entitled: *Becoming a Successful Student* which identifies the pitfalls of students' unrealistic expectations and under-preparedness upon entering college; and strategies for success including critical thinking and decision making. The article is used within the curriculum and shared with colleagues in the College and is well received by both faculty and students.

- F. *Future Directions in the Program* - The faculty have identified future directions that need to be addressed by the curriculum: integration of technology, increased curriculum focus on organizations and community, and continued growth in providing the human capital needed for serving the helping system, given changes in national healthcare policy:
1. Students are rapidly taking advantage of the latest technologies as demonstrated by both personal computer and smart phone use by many students. Along with personal use, however, there are requirements in the helping community for employees to be computer literate. Educational consumption is rapidly moving out of the classroom to various distance modalities. To keep up with these trends, it is important for the BHHS Curriculum to add more courses using distance technology for providing instruction. This will also create an opportunity to offer attractive course groupings offered to a broader population of persons interested in taking fully on-line or hybrid courses.
 2. The City of Philadelphia has a roughly 30 percent rate of poverty and a strong need for economic development.² The BHHS Curriculum can play a role in this development by offering coursework that prepares students to focus on the community and organizations and that are responsive to local employment demands in the helping system.

² <http://www.city-data.com/poverty/poverty-Philadelphia-Pennsylvania.html>

3. Responding to the evolving changes in the Behavioral Health movement, the BHHS Curriculum faculty has been focusing more on community-based helping, which is informed by theories and practices in social work and public and community health. This evolution started in 1999 with the selection of a new head for the Curriculum. Since that time, four new faculty have been hired with credentials in social work. The subsequent curriculum revisions and course development all highlighted community-based practice with outreach to the health and human service communities.

III. Profile of Faculty

- A. *Number of full- and part-time faculty; faculty qualifications and expertise* - Behavioral Health and Human Services attracts faculty from a diversity of backgrounds to provide students with instruction of the highest standard. Hiring faculty who embody the philosophy of teaching through a student-centered approach has been a priority of the program in the past ten years. Currently six full-time faculty and one half-time faculty member teach in the curriculum of which four have been hired in the past 10 years. In addition to full time faculty more than 12 part-time faculty members actively share their knowledge and practical experience with students in the program. Each BHHS faculty holds a master's degree or higher in the area of social work, counseling or psychology; one recently received the Lindback Award for Distinguished Teaching (2011).
- B. *Level of engagement of program faculty in curricular matters* - Faculty are engaged in and support the program in a number of ways. From an open-door policy to running information sessions for incoming students to a faculty run website, the program's professors are engaged in supporting student success. Faculty also celebrate student success through their graduation party. Finally, faculty also meet with agencies that provide students with practicum experiences to provide a forum for mutual exchange of information and ideas; a venue to informally discuss the value of the field experience and an opportunity to share needs and concerns.
- C. *Professional Development* - Faculty routinely participate in professional development activities both within and outside of the college. See faculty resumes for details of their participation.

Full Time Faculty (Part Time Faculty can be found in Appendix D)

Name	Rank	Degrees	Specialty Area Taught
Arnold, Kerry	Instructor	BA, M.S.W.	Helping Skills; Group Dynamics; Family & Relationship Counseling; Addiction
Barber, Lorraine	Assistant Professor	B.A. M.S.W. L.S.W.	Introduction to Human Services; Helping Skills; Group Dynamics; Case Management Practice; Family and Relationship Counseling; Practicum I and II
Coppa, Christine	Assistant Professor	M.S.W. L.C.S.W.	Introduction to Human Services; Helping Skills; Group Dynamics; Case Management Practice; Resolution Focused Counseling; Family and Relationship Counseling; Practicum I and II
Freed-Fagan, Elise*	Associate Professor	B.S., M.S. Ph.D.	Groups, Leadership, Women's Studies
Hickman, Terrilyn	Assistant Professor	B.S.W., M.S.W. Ed.D., L.S.W.	Gerontology, Introduction to Human Services, Help Skills, Case Management Practice, Practicum I
Scoles, Pascal	Professor	M.S.W. D.S.W.	Addiction, Recovery and Transformation Studies, Faith and Spirituality in Human Services
Terzian, Aram	Associate Professor	A.B., M.Ed., D.S.W.	Human Behavior and Development, Helping Skills, Introduction to Human Services

*Currently on Pre-retirement workload option (half time).

IV. Outcomes and Assessment

A. Student Demographics

The BHHS program has shown slow, but steady growth over the past 10 semesters. It is currently one of the larger curricula at CCP. The certificates have low enrollment across the board—for this reason, beyond the table for headcount, their numbers will be combined. Enrollment in the degree program is overwhelmingly female (75%), African-American (70%), older (65% are 30 or older), and part-time (79%). This creates a portrait of students quite different from the College at large: 65% female, 49% African-American, 29% 30 or older, and 69% part time.

Table 1. Headcounts

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
BHHS	Headcount	463	503	427	486	503	542	501	563	549
	FTE	305	325	278	319	337	361	332	368	353
	Headcount									
Recovery and Transformation	Headcount	10	9	6	4	8	4	6	3	5
	FTE	4	4	3	3	4	2	3	2	3
	Headcount									
Disability Studies	Headcount	1		1	1	1	1	3	1	2
	FTE	0		1	0	1	0	2	1	1
	Headcount									
Human Services	Headcount	1	2	10	15	23	15	9	9	6
	FTE	1	1	6	9	15	11	6	6	4
	Headcount									
Social Gerontology	Headcount	2				1	1	1	1	5
	FTE	1				1	1	1	1	3
	Headcount									
Division	Headcount	8,685	8,762	8,442	8,779	8,892	9,122	8,712	9,051	8,720
	FTE									
	Headcount	5,936	5,850	5,758	5,894	6,314	6,360	6,175	6,327	6,138
College	Headcount	17,334	17,661	17,327	18,024	19,047	19,963	19,503	20,170	19,756
	FTE									
	Headcount	11,881	11,823	11,883	12,128	13,362	13,786	13,697	13,863	13,685

Table 2. Gender Distribution

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
BHHS	Female	78.0%	80.1%	75.9%	77.6%	74.6%	76.6%	72.7%	75.1%	75.4%
	Male	21.0%	18.9%	23.7%	22.0%	24.9%	22.9%	26.7%	24.3%	24.0%
	Unknown	1.1%	1.0%	0.5%	0.4%	0.6%	0.6%	0.6%	0.5%	0.5%
Certs		50.0%	54.5%	64.7%	55.0%	66.7%	66.7%	47.4%	50.0%	61.1%
	Female	7	6	11	11	22	14	9	7	11
	Male	42.9%	45.5%	35.3%	45.0%	33.3%	33.3%	52.6%	50.0%	38.9%
		6	5	6	9	11	7	10	7	7
	Unknown	7.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		1	0	0	0	0	0	0	0	0
Liberal Studies Division	Female	65.0%	65.2%	64.8%	64.4%	63.1%	63.2%	63.1%	62.1%	62.3%
	Male	33.8%	33.9%	34.2%	34.4%	35.8%	35.9%	36.2%	37.3%	37.3%
	Unknown	1.1%	1.0%	1.0%	1.2%	1.1%	0.9%	0.7%	0.6%	0.4%
College	Female	66.7 %	66.4 %	66.3 %	65.9 %	65.3 %	65.3 %	64.6 %	64.2 %	64.5 %
	Male	32.3 %	32.8 %	32.8 %	33.1 %	33.7 %	33.9 %	34.8 %	35.3 %	35.1 %
	Unknown	1.0 %	0.8 %	0.8 %	1.0 %	0.9 %	0.8 %	0.6 %	0.5 %	0.3 %

Table 3. Race/Ethnicity Distribution

	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	
BHHS	Native American	0.4%	0.6%	0.7%	1.0%	0.4%	0.0%	1.0%	1.1%	0.4%
	Asian	0.6%	1.0%	1.2%	1.2%	1.6%	1.3%	1.4%	1.1%	2.4%
	African American	72.4%	72.0%	70.0%	69.1%	71.8%	71.6%	71.1%	69.4%	70.9%
	Hispanic	6.5%	5.6%	4.7%	5.3%	5.6%	5.7%	5.8%	5.5%	4.9%
	White Non-Hispanic	10.4%	9.9%	11.7%	12.8%	12.1%	12.7%	12.8%	13.1%	12.6%
	Other	4.3%	4.6%	4.0%	3.1%	3.0%	3.0%	2.0%	2.3%	2.4%
	Unknown	5.4%	6.4%	7.7%	7.4%	5.6%	5.7%	6.0%	7.5%	6.6%
Certs	Native American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		0	0	0	0	0	0	0	0	0
	Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		0	0	0	0	0	0	0	0	0
	African American	64.3%	72.7%	58.8%	60.0%	63.6%	66.7%	52.6%	50.0%	33.3%
		9	8	10	12	21	14	10	7	6
	Hispanic	0.0%	0.0%	0.0%	0.0%	6.1%	4.8%	10.5%	0.0%	0.0%
	0	0	0	0	2	1	2	0	0	
White Non-Hispanic	21.4%	18.2%	23.5%	15.0%	21.2%	14.3%	21.1%	28.6%	27.8%	
	3	2	4	3	7	3	4	4	5	
Other	0.0%	0.0%	5.9%	10.0%	0.0%	4.8%	10.5%	14.3%	5.6%	
	0	0	1	2	0	1	2	2	1	
Unknown	14.3%	9.1%	11.8%	15.0%	9.1%	9.5%	5.3%	7.1%	33.3%	
	2	1	2	3	3	2	1	1	6	
Liberal Studies Division	Native American	0.5%	0.5%	0.4%	0.3%	0.4%	0.3%	0.5%	0.6%	0.6%
	Asian	6.6%	6.0%	5.9%	5.8%	5.5%	5.1%	5.1%	4.8%	5.0%
	African American	46.4%	47.5%	45.7%	46.9%	47.4%	48.0%	48.3%	50.1%	50.3%
	Hispanic	6.7%	6.7%	7.5%	7.1%	7.3%	7.8%	7.0%	6.4%	5.3%
	White Non-Hispanic	27.4%	26.9%	27.2%	26.5%	26.1%	25.2%	25.4%	24.5%	25.3%
	Other	4.4%	4.4%	3.9%	3.8%	4.1%	4.4%	4.0%	3.9%	3.2%
	Unknown	8.1%	8.0%	9.3%	9.5%	9.2%	9.1%	9.7%	9.8%	10.3%
College	Native American	0.5%	0.4%	0.4%	0.4%	0.4%	0.3%	0.5%	0.5%	0.5%
	Asian	8.3%	7.9%	7.2%	7.1%	6.9%	6.8%	7.2%	6.9%	7.0%
	African American	47.1%	48.0%	46.8%	47.4%	47.2%	48.0%	47.7%	49.1%	49.2%
	Hispanic	6.5%	6.4%	7.0%	6.6%	7.0%	7.2%	6.6%	6.1%	5.2%
	White Non-Hispanic	26.1%	25.5%	26.1%	25.4%	25.4%	24.4%	24.8%	24.4%	24.9%
	Other	4.2%	4.3%	4.1%	3.9%	4.2%	4.3%	4.0%	3.8%	3.2%
	Unknown	7.4%	7.5%	8.4%	9.2%	9.1%	8.8%	9.2%	9.1%	9.9%

Table 4. Age Distribution

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
BHHS	16 - 21	8.4 %	7.2 %	8.0 %	6.6 %	8.7 %	7.7 %	8.4 %	6.7 %	7.1 %
	22 - 29	22.0 %	21.5 %	22.2 %	24.5 %	24.5 %	23.6 %	23.0 %	24.9 %	27.1 %
	30 - 39	20.5 %	22.7 %	22.0 %	23.0 %	22.1 %	23.2 %	23.2 %	21.8 %	21.5 %
	40 +	44.7 %	44.7 %	44.3 %	42.4 %	42.1 %	43.4 %	44.3 %	45.5 %	43.0 %
	Unknown	4.3 %	4.0 %	3.5 %	3.5 %	2.6 %	2.0 %	1.2 %	1.1 %	1.3 %
Certs	16 - 21	0.0 % 0	8.33% 1	9.09% 1	16.67% 2	27.27% 3	28.57% 4	31.25% 5	21.05% 4	33.33% 6
	22 - 29	15.38% 2	75.0 % 9	54.55% 6	50.0 % 6	63.64% 7	57.14% 8	43.75% 7	57.89% 11	44.44% 8
	30 - 39	30.77% 4	8.33% 1	36.36% 4	33.33% 4	9.09% 1	7.14% 1	18.75% 3	15.79% 3	16.67% 3
	40 +	46.15% 6	0.0 % 0	0.0 % 0	0.0 % 0	0.0 % 0	7.14% 1	6.25% 1	5.26% 1	5.56% 1
	Unknown	7.69% 1	8.33% 1	0.0 % 0	0.0 % 0	0.0 % 0	0.0 % 0	0.0 % 0	0.0 % 0	0.0 % 0
Liberal Studies Division	16 - 21	35.8 %	29.1 %	35.4 %	28.4 %	35.6 %	29.6 %	35.6 %	29.0 %	36.5 %
	22 - 29	29.2 %	34.6 %	29.4 %	35.0 %	31.1 %	36.1 %	32.4 %	36.9 %	32.4 %
	30 - 39	15.2 %	16.1 %	15.5 %	16.7 %	15.7 %	16.4 %	15.0 %	15.9 %	14.6 %
	40 +	16.6 %	17.2 %	17.1 %	17.6 %	16.0 %	16.6 %	15.6 %	17.0 %	15.5 %
	Unknown	3.3 %	3.0 %	2.5 %	2.3 %	1.6 %	1.3 %	1.4 %	1.1 %	0.9 %
College	16 - 21	36.9 %	30.7 %	36.7 %	29.7 %	35.5 %	29.6 %	36.0 %	29.4 %	35.8 %
	22 - 29	30.4 %	35.1 %	30.8 %	36.2 %	33.0 %	37.3 %	33.6 %	38.1 %	34.3 %
	30 - 39	15.9 %	16.8 %	15.9 %	17.4 %	16.2 %	17.8 %	16.5 %	17.7 %	16.2 %
	40 +	13.8 %	14.6 %	14.3 %	14.6 %	13.7 %	14.0 %	12.6 %	13.7 %	12.7 %
	Unknown	3.0 %	2.7 %	2.4 %	2.2 %	1.5 %	1.3 %	1.3 %	1.1 %	0.9 %

Table 5. Enrollment Status

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
BHHS	Full Time	26.6%	25.6%	25.3%	24.5%	30.6%	29.3%	26.5%	23.1%	21.1%
	Part Time	73.4%	74.4%	74.7%	75.5%	69.4%	70.7%	73.5%	76.9%	78.9%
Certs	Full Time	14.3%	0.0%	11.8%	20.0%	24.2%	23.8%	26.3%	14.3%	11.1%
	Part Time	85.7%	100.0%	88.2%	80.0%	75.8%	76.2%	73.7%	85.7%	88.9%
Liberal Studies Division	Full Time	33.3%	30.3%	34.0%	31.3%	38.2%	34.9%	36.7%	33.6%	34.1%
	Part Time	66.7%	69.7%	66.0%	68.7%	61.8%	65.1%	63.3%	66.4%	65.9%
College	Full Time	32.8%	29.2%	32.7%	30.0%	35.3%	32.2%	34.2%	30.5%	31.2%
	Part Time	67.2%	70.8%	67.3%	70.0%	64.7%	67.8%	65.8%	69.5%	68.8%

B. Student Outcomes

Courses in BHHS fill at rates slightly higher than the average for the department or College. (Table 6) Despite the slight growth in enrollment, the number of graduates each year has declined for three years (2009 through 2011, the data for 2012 was not yet available), although it has increased in the most recent year that data was available (Table 7). This may be due to the increased percentage of part time students that has occurred recently in the program or from changes to financial aid rules. Of particular note was the large number of students graduating with certificates in Recovery and Transformation and Human Services given the number of students enrolled in the program. In speaking with the curriculum faculty, it appears that many students add this certificate just before graduation. The faculty are currently making efforts to get students to enroll, officially, for this certificate earlier so that they have a better sense of who is in their programs.

Retention, both Fall to Spring and Fall to Fall was higher for BHHS than for the College as a whole. Numbers for the certificates are difficult to interpret, given the small number of students officially enrolled. Course completion rates were about the same as the Division or College. Graduation and transfer rates were also higher.

Overall, the academic profile of BHHS students is strong, and notable, in particular for the number of students who are members of multiple traditionally at-risk groups. However, the data collected for CCP's local Perkins Report, which looks at Occupational (in the major) and Academic (Gen Ed and non-program electives) courses, indicated that while almost 80% of students in BHHS have an occupational GPA higher than 2.5 (College average is 75%), only 60% have that same GPA in academic courses (College average is 62%). While still in step

with the College's average, there may be room for improvement here in helping students in the program to transfer their BHHS success to their other courses outside the program.

Table 6. Course Enrollments

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
BHHS	# Courses	55	51	46	47	50	56	50	52	51	49
	Avg Enrlmt	21.0	22.2	22.0	24.2	26.5	24.3	25.4	25.2	24.7	26.1
	% Filled	79%	84%	74%	84%	87%	87%	83%	86%	80%	87%
Liberal Studies Division	# Courses	1426	1411	1441	1520	1551	1674	1711	1721	1581	1577
	Avg Enrlmt	20.3	20.7	20.2	20.6	21.5	21.3	20.9	21.3	20.4	20.2
	% Filled	81%	82%	81%	82%	86%	86%	83%	84%	81%	81%
College	# Courses	2620	2664	2694	2829	2881	3096	3023	2941	2939	3007
	Avg Enrlmt	21.2	21.1	21.2	21.2	22.3	22	21.9	22.1	21.8	21.6
	% Filled	83%	83%	83%	83%	87%	86%	85%	85%	84%	83%

Table 7. Degrees Awarded

	2008	2009	2010	2011
BHHS	116	93	71	79
Recovery and Transformation	68	74	52	60
Disability Studies	8	9	4	3
Human Services	99	68	56	64
Social Gerontology	1			1
Liberal Studies	1080	1158	957	1184
College	1984	2126	1908	2277

Table 8. Fall to Spring Persistence

		Fall 2007	Fall 2008	Fall 2009	Fall 2010
BHHS	Returned Same Program	72.8%	74.0%	73.0%	75.4%
	Returned Different Program	1.7%	2.3%	3.2%	1.2%
	Graduated Fall	8.4%	5.4%	5.4%	5.4%
	Did not Return Spring	17.1%	18.3%	18.5%	18.0%
Recovery and Transformation	Returned Same Program	50.0%	0.0%	25.0%	33.3%
	Returned Different Program	40.0%	66.7%	12.5%	16.7%
	Graduated Fall	0.0%	16.7%	0.0%	0.0%
	Did not Return Spring	10.0%	16.7%	62.5%	50.0%
Disability Studies	Returned Same Program	0.0%	100.0%	100.0%	33.3%
	Returned Different Program	0.0%	0.0%	0.0%	0.0%
	Graduated Fall	0.0%	0.0%	0.0%	0.0%
	Did not Return Spring	100.0%	0.0%	0.0%	66.7%
Human Services	Returned Same Program	0.0%	70.0%	39.1%	66.7%
	Returned Different Program	0.0%	0.0%	26.1%	11.1%
	Graduated Fall	0.0%	0.0%	4.3%	0.0%
	Did not Return Spring	100.0%	30.0%	30.4%	22.2%
Social Gerontology	Returned Same Program	0.0%	0.0%	0.0%	100.0%
	Returned Different Program	0.0%	0.0%	0.0%	0.0%
	Graduated Fall	0.0%	0.0%	0.0%	0.0%
	Did not Return Spring	100.0%	0.0%	100.0%	0.0%
Liberal Studies Division	Returned Same Program	62.3%	63.0%	65.1%	66.3%
	Returned Different Program	6.6%	6.2%	6.1%	5.8%
	Graduated Fall	2.0%	2.1%	2.1%	2.7%
	Did not Return Spring	29.0%	28.7%	26.7%	25.3%
College	Returned Same Program	64.2%	64.6%	66.8%	66.9%
	Returned Different Program	5.2%	5.1%	4.8%	4.9%
	Graduated Fall	2.1%	1.8%	2.0%	2.2%
	Did not Return Spring	28.6%	28.5%	26.4%	25.9%

Table 9. Fall to Fall Persistence

		Fall 2007	Fall 2008	Fall 2009	Fall 2010
BHHS	Returned Same Program	35.6%	45.9%	48.1%	49.5%
	Returned Different Program	2.4%	2.8%	2.8%	2.4%
	Graduated	26.6%	22.2%	15.9%	17.8%
	Did not Return Fall	35.4%	29.0%	33.2%	30.3%
Recovery and Transformation	Returned Same Program	0.0%	0.0%	25.0%	33.3%
	Returned Different Program	30.0%	66.7%	12.5%	16.7%
	Graduated	30.0%	16.7%	12.5%	
	Did not Return Fall	40.0%	16.7%	50.0%	50.0%
Disability Studies	Returned Same Program	100.0%	0.0%	100.0%	33.3%
	Returned Different Program	0.0%	100.0%	0.0%	0.0%
	Graduated	0.0%	0.0%	0.0%	0.0%
	Did not Return Fall	0.0%	0.0%	0.0%	66.7%
Human Services	Returned Same Program	0.0%	20.0%	4.3%	33.3%
	Returned Different Program	0.0%	0.0%	26.1%	33.3%
	Graduated	0.0%	0.0%	13.0%	0.0%
	Did not Return Fall	100.0%	80.0%	56.5%	33.3%
Social Gerontology	Returned Same Program	0.0%	0.0%	0.0%	100.0%
	Returned Different Program	0.0%	0.0%	0.0%	0.0%
	Graduated	0.0%	0.0%	0.0%	0.0%
	Did not Return Fall	100.0%	0.0%	100.0%	0.0%
Liberal Studies Division	Returned Same Program	33.9%	35.9%	38.4%	36.1%
	Returned Different Program	9.6%	9.8%	8.4%	10.2%
	Graduated	7.4%	8.1%	7.4%	9.1%
	Did not Return Fall	49.1%	46.2%	45.8%	44.6%
College	Returned Same Program	35.0%	37.1%	38.5%	37.0%
	Returned Different Program	8.2%	8.5%	7.6%	9.1%
	Graduated	8.1%	8.3%	8.1%	8.5%
	Did not Return Fall	48.8%	46.1%	45.8%	45.3%

Table 10. Course Completion and GPA

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
BHHS	Completion	91.8%	90.9%	94.9%	93.5%	90.7%	89.4%	92.3%	91.4%	89.7%
	GPA	2.91	2.86	2.95	2.97	2.82	2.72	2.91	2.85	2.81
Recovery and Transformation	Completion	90.0%	93.8%	100.0%	77.8%	100.0%	100.0%	66.7%	100.0%	100.0%
	GPA	3.2	3.06	3.17	2.67	3.6	3.67	2.67	3.22	3.75
Disability Studies	Completion	100.0%	--	100.0%	100.0%	100.0%	--	66.7%	--	50.0%
	GPA	4	--	4	3	3.5	--	2	--	1.5
Human Services	Completion	--	75.0%	75.0%	95.5%	72.2%	66.7%	83.3%	100.0%	54.2%
	GPA	--	1.75	2.44	2.68	2.29	2.11	2.92	3.26	1.58
Social Gerontology	Completion	75.0%	--	--	--	0.0%	100.0%	100.0%	100.0%	100.0%
	GPA	2.13	--	--	--	0	3.5	3	4	3.5
Liberal Studies Division	Completion	88.6%	87.4%	89.7%	88.8%	87.6%	86.8%	87.7%	87.0%	85.2%
	GPA	2.68	2.64	2.71	2.71	2.67	2.64	2.65	2.63	2.55
College	Completion	88.8%	87.8%	89.9%	89.0%	88.5%	87.7%	88.8%	87.7%	85.8%
	GPA	2.65	2.63	2.69	2.68	2.66	2.64	2.67	2.63	2.54

Table 11. Academic Standing

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Behavioral Health/Human Serv	Good Standing	89.2%	88.7%	89.0%	89.3%	88.5%	87.8%	88.8%	90.9%	88.2%
	Dropped	1.7%	4.2%	1.9%	5.0%	0.6%	1.3%	2.0%	0.6%	2.0%
	Probation	9.0%	7.2%	9.1%	5.7%	11.0%	10.9%	9.2%	8.5%	9.8%
Recovery and Transformation Certificate	Good Standing	90.0%	77.8%	100.0%	50.0%	100.0%	100.0%	83.3%	100.0%	100.0%
	Dropped	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Probation	0.0%	22.2%	0.0%	50.0%	0.0%	0.0%	16.7%	0.0%	0.0%
Disability Studies Cert	Good Standing	100.0%	0.0%	100.0%	100.0%	100.0%	100.0%	66.7%	0.0%	0.0%
	Dropped	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Probation	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	100.0%	100.0%
Human Services Certificate	Good Standing	0.0%	100.0%	90.0%	86.7%	82.6%	80.0%	88.9%	88.9%	66.7%
	Dropped	100.0%	0.0%	10.0%	6.7%	4.3%	0.0%	0.0%	0.0%	16.7%
	Probation	0.0%	0.0%	0.0%	6.7%	13.0%	20.0%	11.1%	11.1%	16.7%
Social Gerontology Certificate	Good Standing	50.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	Dropped	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Probation	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Liberal Studies Division	Good Standing	83.2%	81.8%	84.1%	82.5%	84.7%	82.4%	83.0%	83.0%	82.5%
	Dropped	3.6%	5.6%	3.9%	5.9%	1.2%	1.6%	1.9%	1.9%	2.3%
	Probation	13.3%	12.6%	12.0%	11.7%	14.1%	15.9%	15.0%	15.1%	15.2%
College	Good Standing	83.8%	82.2%	85.0%	83.0%	85.6%	83.6%	84.4%	84.1%	83.8%
	Dropped	3.4%	5.5%	3.7%	5.5%	1.2%	1.7%	1.9%	1.9%	2.1%
	Probation	12.7%	12.2%	11.2%	11.5%	13.3%	14.8%	13.7%	14.0%	14.1%

Table 12. Success at Departure

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009
BHHS	Graduated	29.2%	37.2%	20.3%	39.2%	19.5%
	Long Term Success	50.0%	39.8%	62.3%	37.9%	58.6%
	Short Term Success	2.1%	5.2%	7.2%	7.2%	4.6%
	Unsuccessful	18.8%	17.8%	10.1%	15.7%	17.2%
Recovery and Transformation	Graduated	--	50.0%	50.0%	--	--
	Long Term Success	--	--	--	33.3%	50.0%
	Short Term Success	--	25.0%	50.0%	--	50.0%
	Unsuccessful	100.0%	25.0%	--	66.7%	--
Disability Studies	Graduated	--	--	--	--	--
	Long Term Success	--	--	--	--	--
	Short Term Success	--	--	--	--	--
	Unsuccessful	--	--	--	--	--
Human Services	Graduated	--	--	--	--	12.5%
	Long Term Success	--	50.0%	--	9.1%	12.5%
	Short Term Success	100.0%	--	33.3%	54.5%	12.5%
	Unsuccessful	--	50.0%	66.7%	36.4%	62.5%
Social Gerontology	Graduated	--	--	--	--	--
	Long Term Success	--	--	--	--	--
	Short Term Success	50.0%	--	--	--	--
	Unsuccessful	50.0%	--	--	--	100.0%
Liberal Studies Division	Graduated	6.2%	12.6%	6.7%	13.0%	7.1%
	Long Term Success	36.3%	37.5%	35.2%	36.5%	38.2%
	Short Term Success	16.9%	15.8%	17.9%	16.7%	15.1%
	Unsuccessful	40.6%	34.0%	40.1%	33.8%	39.6%
College	Graduated	6.5%	13.7%	6.0%	14.4%	7.2%
	Long Term Success	34.2%	36.1%	35.9%	35.5%	36.9%
	Short Term Success	18.8%	17.2%	18.4%	17.3%	18.2%
	Unsuccessful	40.5%	33.0%	39.8%	32.8%	37.7%

Table 13. Transfer by Departure Status

	BHHS		Recovery and Transformation		Disability Studies		Human Services		Social Gerontology		Liberal Studies		College	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Graduated	50	64.9%	1	50.0%	1	100.0%	0	0.0%	0	0.0%	883	62.9%	1,383	62.2%
Earned 45 or more credits	16	47.1%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	560	55.2%	768	55.7%
Earned 24 to 44 credits	13	32.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	804	43.8%	1,025	44.2%
Earned 12 to 23 credits	10	27.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	583	36.9%	791	38.7%
Earned less than 12 credits	27	27.6%	5	55.6%	1	100.0%	1	20.0%	2	100.0%	2,333	26.6%	3,353	28.9%
Grand Total	116	40.6%	6	54.5%	2	100.0%	1	20.0%	2	100.0%	5,163	35.4%	7,320	37.4%

For students entering Fall 2005 through Spring 2008

C. *Student learning outcomes assessment*

All courses have student learning objectives. To determine how course level student learning objectives are achieved, examinations related to the achievement of course goals are used. In addition, the program uses the following: analyses of student journals, pre-test and post-test value added exams, student self-critique of video demonstrations, case file analyses scored using a rubric, field placement evaluations by field placement supervisors, evaluation of student resumes, and student workbook evaluations. A listing of course assessments is listed in Appendix B.

Program faculty have evaluated student learning outcomes in BHHS 111, BHHS 106. And BHHS 195. Assessment for BHHS 101 is in progress this semester. As a part of these assessments, the curriculum faculty have also examined program learning outcomes (see the curriculum map for the relationship between courses and program outcomes). The faculty are on track to complete another four courses in the Spring 2013 semester.

Program SLOs are assessed through their alignment with course level outcomes.

D. *Act 335 Reporting*

All Act 335 forms are completed and on file in the CFT office.

E. *Advisory Committee*

The discussions of the committee over the last three years included curriculum revision, transfer opportunities, a possible community leadership curriculum, participation in Federal employment program for certificates as certified peer specialists, development of faith-based counseling course and workshop, need to review the Gerontology certificate, rewriting the Family Violence course to include trauma and community violence, and development of distance coursework. The minutes of the meetings for 2011, 2010 and 2009 are available for review upon request. Advisory Committee members represent academia, non-profits, and business (Appendix E). With the exception of the Gerontology certificate, all of these recommendations have been acted upon.

F. Student Surveys

Current Students

Eighty two current students responded to a student survey posted on SurveyMonkey.. Students who responded indicated, within the open answer sections (Appendix C) that the best parts of the program are the faculty and the quality and variety of the experiences offered by the program. In terms of changes to the program; a number of students indicated that they felt no changes were necessary. Among those that suggested changes, they centered on the following types of issues: additional advising, suggestions for additional courses (usually more in specific topics such as disability or dealing with coworkers), and the times, delivery methods, and locations of courses (students were interested in more options for all of these, generally).

Graduated Students

Twenty seven graduates of the program have completed the Office of Institutional Research's graduate survey in recent years. In examining students' self-reported growth in a number of skills, BHHS students indicated the CCP contributed to their development significantly more than their peers in the following areas (Table 14):

- Enhanced Ability to Express Myself Artistically
- Improved Preparation for Active Participation in Community Activities
- Using Computing and Internet Technology
- Enhanced Self-Confidence
- Enhanced Understanding of My Own and Different Cultures
- Developed Interpersonal Skills and the Ability to Relate to Others
- Improved Leadership Abilities
- Working Effectively with Others
- Preparation for Continued Personal and Intellectual Growth after College
- Understanding People of Other Racial and Ethnic Heritage
- Contributing to the Welfare of my Community

These represent more than half of the skills asked about. In no case were BHHS students significantly lower than their peers.

Table 14: Graduate Survey Results

<i>Please indicate the level of progress you made at CCP in the following areas of knowledge, skills, and personal development</i>	Program		Division		College	
	Mea n	N	Mea n	Sig.	Mea n	Sig.
Enhanced Ability to Express Myself Artistically	2.62	26	2.23	*	2.16	*
Developed Meaningful Career Goals	2.73	26	2.46		2.51	
Developed into a more Informed Citizen	2.81	26	2.56		2.50	*
Improved Preparation for Active Participation in Community Activities	2.74	27	2.20	**	2.18	**
Using Computing and Internet Technology	2.96	27	2.42	***	2.43	***
Enhanced Self-Confidence	2.81	27	2.49	*	2.46	*
Enhanced Understanding of My Own and Different Cultures	2.85	27	2.47	*	2.44	**
Improved Self-Discipline	2.67	27	2.51		2.51	
Acquiring a Broad General Education	2.74	27	2.60		2.55	
Developed Interpersonal Skills and the Ability to Relate to Others	2.85	27	2.54	*	2.50	**
Improved Leadership Abilities	2.85	27	2.40	**	2.37	**
Solving Numerical Problems	2.26	27	2.15		2.31	
Working Effectively with Others	2.89	27	2.53	*	2.48	**
Preparation for Continued Personal and Intellectual Growth after College	2.89	27	2.61	*	2.57	*
Understanding People of Other Racial and Ethnic Heritage	2.93	27	2.50	**	2.47	**
Improved Self-Reliance	2.74	27	2.52		2.50	
Speaking Clearly and Effectively	2.78	27	2.51		2.46	*
Thinking Critically and Analytically	2.78	27	2.57		2.57	
Contributing to the Welfare of my Community	2.81	27	2.18	***	2.17	***
Writing Clearly and Effectively	2.74	27	2.58		2.54	

* p < .05, ** p < .01, *** p < .001

V. Resources

A. Facilities and Equipment

Historically, the program has had access to classroom space equipped with smart cart technology and video cameras capable of recording students' mock counseling sessions.

Currently, a BHHS faculty member sponsors a website which contains all pertinent information for students about the BHHS curriculum. This website will migrate to the CCP system as the College's website is overhauled.

B. Other Resources

Program faculty have also identified some additional needs:

- sufficient storage space to house materials and supplies
- publications to market the BHHS program
- a budget for videos and other media
- future considerations of a realignment of faculty office that are once again clustered centrally to one another with the facilities master plan.

VI. Demand and Documented Need for the Program

Despite the fact that many local community colleges offer similar degrees, the job growth prospects and number of transfer options indicate a viable continued market for the BHHS degree and related certificates.

A. Occupational Outlook

For many fields related to BHHS and its related certificates, there are quite promising job growth prospects. For many jobs, the growth rate is twice that of the average of all jobs in the US. This must be tempered, however, by the fact that the annual salaries for these are often relatively low, particularly considering that several of them would require additional higher education beyond the AAS degree. Students need to be prepared for these realities when they consider careers in these fields.

Table 15: Job Growth and Salary in Selected Fields

Occupation	Growth: 2010-20	Annual Salary: 2010
Substance Abuse and Behavioral Disorder Counselors	27%	\$38,120
Rehabilitation Counselors	28%	\$32,350
Social and Human Service Assistants	28%	\$28,200
Social Workers	25%	\$42,480
Probation Officers and Correctional Treatment Specialists	18%	\$47,200
Social and Community Service Managers	27%	\$57,950
All Occupations	14%	---

B. Other Regional Programs

Within 25 miles of CCP, there are six (Harcum College and Montgomery, Delaware, Camden, Bucks, and Burlington County Community Colleges) other two year degree programs with programs similar to BHHS or their certificates (Substance Abuse/Addiction Counseling; Human Services, General; Public Administration; Public Administration and Social Service Professions, Other; Community Organization and Advocacy; Community Psychology; Gerontology; Geropsychology; Disability Studies Human Development and Family Studies, General; Human Development, Family Studies, and Related Services, Other). There are also eight regional colleges that offer 4 year degrees in similar fields (Drexel, Temple, St. Joseph's, LaSalle, Swarthmore, Villanova, Chestnut Hill, Penn State Brandywine, and Gwynedd Mercy). These represent possible transfer institutions for BHHS students.

The BHHS program has articulation agreements with Chestnut Hill, Drexel, Lincoln, Arcadia, and Alvernia. There is a transfer agreement of 45-50 credits for BHHS students to transfer to Temple's Social Work program.

C. Contributions to the Community

The BHHS faculty are highly involved with many community agencies, partners in the behavioral health community, and governmental entities. Specific communities of engagement, and representative examples of the types of work they are doing, include: addictions, recovery, and transformation

(sponsorship of the Recovery Walk), LGBT community (Transgender health issues training), victim advocacy (scholarship fund-raising for victims of violence), intellectual disabilities (Salvation Army/UMDNJ personnel training), homelessness (partnership with Ready, Willing and Able), college mental health issues (training at local institutions) and faith based initiatives (with the City of Philadelphia).

VII. Operating Costs and Efficiency

While the direct costs for the program seem high (Table 16), it is mitigated by the large number of students, making the cost per students for BHHS lower than the College median (in 2010-11 it was \$3243).

Table 16: Direct Costs and Cost per FTE

		BHHS	Recovery and Transformation	Disability Studies	Health Services	Social Gerontology
2007-2008	Direct Cost	\$1,296,677	\$12,212	\$3,844	\$20,970	\$3,338
	# FTEs	435.1	3.9	1.5	7	1
	Cost/FTE	\$2,980	\$3,131	\$2,563	\$2,996	\$3,338
2008-2009	Direct Cost	\$1,185,788	\$10,476	\$1,407	\$42,860	\$2,547
	# FTEs	415	3.3	0.4	14.3	0.7
	Cost/FTE	\$2,857	\$3,174	\$3,518	\$2,997	\$3,639
2009-2010	Direct Cost	\$1,099,385	\$13,090	\$2,078	\$0	\$0
	# FTEs	356.7	4.3	0.6	-	-
	Cost/FTE	\$3,082	\$3,044	\$3,464	\$0	\$0
2010-2011	Direct Cost	\$1,153,344	\$17,959	\$373	\$0	\$1,587
	# FTEs	384.5	6.2	0.1	0.0	0.6
	Cost/FTE	\$2,999	\$2,912	\$2,983	\$0	\$2,540

VIII. Findings and Recommendations

1. *Re-evaluate the Certificate in Disability Studies.*

This program has chronically low enrollments. However, feedback from advisory committee members is that there is a need for practitioners with these skills. The curriculum faculty need to explore the following:

- A. The reasons for the lack of student interest.
- B. If the credential of a certificate is truly what employers are interested in, or if can the need can be covered simply by course taking patterns.
- C. If the Disability Certificate could be more effectively combined with a different certificate, such as Human Services.

Timeline: Completed by the end of Spring 2014 Semester.

Responsible Parties: Curriculum Coordinator, Dean of Liberal Studies.

2. *Revise the Social Gerontology Certificate.*

The program needs to follow the recommendation of its Advisory Committee and work to revise this program to make it more visible and viable to students, who should be interested in this, given the aging population in the region.

Timeline: Completed by end of Spring 2014 Semester.

Responsible Parties: Curriculum Coordinator or designee.

3. *Codify structures that encourage students to formally enroll in Human Services and the Recovery and Transformation Certificates prior to graduation.*

These certificates appear to have low enrollment, but have a large number of students graduating from them. In order to fully understand the needs of and outcomes for these students, they need to be able to be tracked through their career in the certificate. As mentioned earlier, the faculty have started that process. Ensuring that there are formal structures in place both within BHHS and in related areas (such as advising) will ensure these new practices continue.

Timeline: Completed by start of Fall 2013 Semester.

Responsible Parties: Curriculum Coordinator or Faculty Designee.

4. *Revise the curriculum map for BHHS and develop maps for the certificates.*

Currently, it appears that students are being introduced to the same concepts in every course in the program—they never achieve mastery of any. While in the field there may be skills that are not mastered until they are deployed, real-time, in the working world, students should be moving beyond introductory level skills once they have taken several courses in the program.

Timeline: Completed by start of the Fall 2013 Semester.

Responsible Parties: Curriculum Coordinator or Designee.

5. *Submit requests for classrooms with appropriate technology to meet pedagogical needs for the courses where appropriate, as well as additional materials/equipment.*

Although no program is guaranteed exclusive use of a specific classroom space, where the College can support documented need for technology associated with best educational practices, it should attempt to do so. The program should provide information that identifies specific courses and/or course sessions that require the need to video record students and request appropriate space for these times. Any requests for additional or new equipment, space, etc, should be submitted to the Department Head and Division Dean.

Timeline: Ongoing

Responsible Parties: Curriculum Coordinator, Department Head, Dean.

6. *Develop a concrete enrollment management plan for the curriculum that includes student feedback.*

The program has outcomes, across the board, that are higher than the College's average. Understanding, what specifically about the BHHS program, in more than anecdotal ways, allows for sustained high retention, transfer, and graduation rates would be valuable for the institution as a whole.

There may also be room for growth. For example, exploring the reasons for the gradual decreases in number (from more than three times the College average to twice that of the College) of graduates (e.g. financial aid issues, advising students to more closely follow the outlined course sequences, matching course offering times to student needs) and working with students to improve performance in non-major classes (as evidenced by the Perkins data) would have the potential to further increase student success in the program overall.

Timeline: Started Fall 2013 Semester; Completed Fall 2014.

Responsible Parties: Department Faculty, Director of Academic Assessment and Evaluation, Dean of Liberal Studies.

Appendix A: Course Planning Guide

Behavioral Health/Human Services
 Associates in Applied Science in Behavioral Health and Human Services

Course Planning Guide

Student _____ Date _____

Courses taken or presently enrolled (*Put in the grade for any course you completed. If you are currently enrolled in a course indicate that by putting in "this semester." After you complete the semester, put in the grades for that semester*)

ENGL 101 _____ Take this course at the beginning of your studies

List other courses taken – List the course and the grade

ENGL 102 _____
 BHHS 101 _____
 BHHS 103 _____
 BHHS 105 _____
 BHHS 106 _____
 BHHS 111 _____
 BHHS 194 _____
 BHHS 195 _____
 BHHS 212/213 _____
 BHHS 293 _____
 Math _____
 Science _____
 Soc Science³ _____
 Soc Science _____
 Humanities⁴ _____
 CIS 103 _____
 Directed ELTV⁵ _____
 Directed ELTV _____
 Directed ELTV _____
 TOTAL: 63/64 Credits

NOTES:

Faculty Advisor _____

Each certificate totals 33-credit hours. All certificates require Engl 101 & 102, Math 118, and CIS 10

³ See page 3 for list of social science electives

⁴ See page 3 for list of humanities electives

⁵ Select in consultation with BHHS advisor

Optional Certificates

Recovery & Transformation Certificate (Formerly-Addictions Studies)

BHHS 101
BHHS 105
BHHS 111
BHHS 194
BHHS 195
BHHS 121
BHHS 131 or 222

Disabilities Certificate

BHHS 101
BHHS 105
BHHS 111
BHHS 194
BHHS 195
BHHS 161
BHHS 261

Human Service Certificate

BHHS 101
BHHS 105
BHHS 111
BHHS 194
BHHS 195
YW101 or BHHS121or
BHHS151 or BHHS161 or
BHHS171 (pick any 2)

Social Gerontology Certificate

BHHS 101
BHHS 105
BHHS 111
BHHS 194
BHHS 195
BHHS 171
BHHS 277

Youth Work Certificate

YW 101
YW 110
VW115
YW 196 or BHHS 195

Choose three of the following

BHHS 105
BHHS 111
BHHS 151
JUS 171
PSYC 101
PSYC 111
PSYC 201
PSYC 215

This list provides the names and course numbers for all of the courses for the BHHS degree or certificate programs.

Program Core Courses

BHHS 101 – Introduction to Human Services
BHHS 103 – Human Development & Behavior in the Social Environment
BHHS 105 – Group Dynamics
BHHS 106 – Group Participation
BHHS 111 – Introduction to Helping Skills
BHHS 194 – Human Services/Case Management
BHHS 195 – Practicum I
BHHS 212 – Brief Counseling Skills
BHHS 213 – Practicum II (Must be taken with BHHS 212)
BHHS 293 – Family/Relationship Counseling

Directed Electives⁶

All BHHS students will be required to choose nine (9) credits of directed electives from the following list of courses that relate most directly to the field of human services.

BIOL 106, 107, 109, 110	Math 251
BHHS (any course not required for the degree)	Leadership (any course)
DIET 106 or 111	Psychology (any course)
Education (any course)	Sociology (any course)
English 116, 117, or 118	Women's Studies (any course)
HIST 103 or 221	Youth Work (any course)
Justice 101, 121, 171, 235, 237	

Required General Education Courses (for all certificates and the AAS degree)

ENGL 101 – Basic Writing
ENGL 102 – English Composition
CIS 103 – PC Applications
MATH 118 (or above)–Intermediate Algebra

Social Science (2 courses required)

Anthropology	Geography	Social Science
Earth Science	History	Sociology
Economics	Political Science	Women's Studies
Education	Psychology	

Humanities (1 course required)

Art History	History	Philosophy
English (beyond 101 & 102)	Humanities	
Foreign Language	Music History	

Science (1 course required)

Biology	Earth Science	Technology & Culture
Chemistry	Science	

⁶ Select in consultation with BHHS advisor

Appendix B: Student Learning Outcomes Assessment Plan

BHHS Courses	Principal Investigator(s)	Deadline Dates for Activities			
		Methodology Selected and Assessment Planned	Data Collection	Results Summarized	Outcomes analyzed for course improvement
BHHS 101-Intro to Behavioral Health and Human Services	Lorraine Barber Christine Coppa	TBD	Spring 2013	Summer 2013	Summer 2013
BHHS 103- Human Development and Behavior in the Social Environment	Aram Terzian	Case Study Analysis Forum Assessment	Spring 2012	Spring 2012	Spring 2012
BHHS 105- Intro to Group Dynamics	Elise Freed Fagan Lorraine Barber	TBD	Fall 2013	Spring 2014	Spring 2014
BHHS 106 – Analysis of Group Participation	Elise Freed Fagan Kerry Arnold	Journal Final Paper	Fall 2012	Fall 2012	Fall 2012
BHHS 111- Intro to Helping Skills	Kerry Arnold Aram Terzian	Pre Test/Post Test Video Critique	Spring 2012	Spring 2012	Spring 2012
BHHS 121 - Foundations of Recovery and Transformation	Pascal Scoles	TBD	Fall 2012	Spring 2013	Spring 2013
BHHS 131 -Faith and Spirituality in Human Services	TBD	TBD	Fall 2015	Spring 2016	Spring 2016
BHHS 151 - Family Violence, Abuse and Trauma	Kerry Arnold	Pre/Post Test	Fall 2015	Spring 2016	Spring 2016
BHHS 161 - Introduction to Disabilities	Kerry Arnold TBD	TBD	Spring 2014	Fall 2015	Fall 2015
BHHS 171 - Introduction to Social Gerontology	Terrilyn Hickman	Pre Test / Post Test	Spring 2012	Summer 2012	Summer 2012
BHHS 194- Case Management Practice	Lorraine Barber Terrilyn Hickman	Client Case File	Fall 2013	Fall 2013	Fall 2013
BHHS 195- Practicum in BHHS I	Terrilyn Hickman	Field Placement Evaluation Resume	Fall 2011	Spring 2012	Spring 2012
BHHS 212 – Resolution-focused Helping Skills	Christine Coppa Kerry Arnold	Pre Test/ Post Test	Spring 2012`	Spring 2012	Spring 2012
BHHS 213- Practicum in BHHS II	Christine Coppa	Field Placement Evaluation Self Care Workbook	Fall 2011	Spring 2012	Spring 2012

BHHS 222 - Assessment and Service Planning in Recovery	Pascal Scoles	TBD	Spring 2013	Fall 2014	Fall 2014
BHHS 241 - Crisis Intervention	Terrilyn Hickman Kerry Arnold	Pre/Post Test	Spring 2014	Fall 2015	Fall 2015
BHHS 261 - Developmental Disabilities Support Services	TBD	TBD	Fall 2014	Spring 2015	Spring 2015
BHHS 277 - Behavioral, Developmental and Social Processes in Aging	Terrilyn Hickman	TBD	Fall 2014	Spring 2015	Spring 2015
BHHS 293 – Family and Relationship Counseling	Christine Coppa Kerry Arnold Lorraine Barber	TBD	Spring 2015	Fall 2015	Fall 2015

Appendix C: Survey Feedback

What do you think are the strengths of the Behavioral Health Human Services Program? Please comment.

It gives me hope that I can do something to contribute to society as a whole. There are people out there who want help, however, don't know how to get it. I've always wanted to mentor as well, whether it is adults, adolescents, etc. Empowering people who have given up hope, is rewarding to me, and is such a special way to give back to our communities. This world can be molded into a better planet if I can just make a difference in one person's life at a time.

I believe that the strengths are the fact that you do learn a lot and are prepared during the program for any outreach or in the field services. There is also hands on experience with practicum, volunteering and to be able to reach out to Professors for answers and/or problems.

The teachers are really nice, helpful, and insightful I like the fact, that in a way the BHHS field is kind of a close knit field

Helping individuals readjusting to society

The strengths of the Behavioral health program are, the ability to teach students to help individuals

To give the students a full understanding of the Behavioral Human Services program

This Program has good material in teaching about the field of study. Many of the professors are good at what they do but they don't seem to follow a standard teaching protocol. Most of them seem to implement their own rules and ignore the college rules. Not all professors seem to know how to advise you when it's time to register for classes. This causes confusion because you end up taking unneeded classes. The biggest problem I have had is with the person who is in charge of finding you a site to take the practicum. She never returns her calls and does not help out in a timely fashion. This resulted in me dropping a practicum course because she did not get back with me in time for the semester.

The strengths of the program are the actual professors. Their education and confidence both make it a pleasurable field to study.

I believe the strength of the program is that it provides students with the skills needed to engage clients from a multicultural perspective. It also assures that students will be well versed in the helping skills needed to meet the client where he or she is at.

To help people understand the field better

The teachers XXXX, XXXX

The strength of the BHHS program is that we have really great teachers.

Empathy, Trust, Commitment, Confidentiality, Caring

The Professor are great

I think that the strengths of the BHHS Program are the students and the way that the professors are able to assess each student and their experience and apply it to the curriculum by assigning different assignments and projects. I also think that the professors have a good understanding about the students and the levels that different students are able to work at which allow them to teach according to suite each person. I think that the professors do very well in teaching Behavioral Health.

Dr. XXXX

The teachers are good.

Having a compassionate spirit, that's something you can't learn. I'm eager to learn, new helping techniques

The most important strength is the Practicum requirement, I think it's great because it gives the student an opportunity to experience a particular field that they may be interesting in entering, this experience gives the chance to see if it's a fit for them or not. I also think that the training like Helping Skills, Group Dynamics, Group Participation etc, hands on classes are excellent.

Excellent teachers in the BHHS field.

Some of the teachers that I have had. Kerry Arnold and Elise Fagan, have both had very informative classes, allowing interactions with students, and have provided an educational atmosphere. I think the strengths are the students and professors. I have learned so much from everyone in my classes.

One strength that comes to mind is being prepared for everything different in life. The Behavioral Program prepares you for the multitude of characters that will be faced in this field. After 17 years in this, this program has given me a better understanding of how things work behind the paperwork.

They are taught by instructors that not only teach in the field but are employed in the field.

I think the overall program is great. Since my time at CCP I have had some great professors. I believe that the real life experience along with the academic standard is CCP's best strength

This program gives an opportunity for students to learn empathetic ways to deal with all kinds of people on a regular basis. It also allows people to be more observant towards specific behaviors.

Its small classes make it easy with one on one in terms of interacting with teachers.

My strengths are working in the field, which the last five years I have, and to work with different populations, and different cultures. I believe the best strength I have is firsthand experience.

The professors...

I think the strengths of the Behavioral Health Human Services Program are each class teaches from the same curriculum, each instructor seems to love what they are doing and the classes were very interesting.

The certificates are strengths in my opinion, and the workshops.

The skills that you learn as to how to interact with a client such as active listening, group dynamics, and the actual videotaping, which allows each student to critique him or herself.

The core courses were very helpful to me

The professors understand Behavioral Health and Addiction. I can relate to them and they have a humanistic / therapeutic approach with teaching the information on each particular course. I love the "down to earth" atmosphere of the professors I met so far.

customer service

The knowledgeable professors, flexible class schedules and the criteria covered relating to the actual field of work and the population served.

I like that many of the teachers are working in the human services field, and bring real life experience to the classroom.

I would say it's the faculty. They keep the program interesting and they teach so well. They teach in a manner where you understand what they are teaching. The time and effort they put into the courses and students is amazing.

The strengths are its teacher/professors, curriculum, format/plan, and different options/opportunities the students have entering the program/field

provides an over-all view of the studies/case history of working in the field

The BHHS curriculum is organized and easy to follow. The convenience for the adult students where the classes are being held and the times that the classes are being offered. The professors are very knowledgeable for example Mr. XXXX is one of the best Professors you have teaching this program. Mr. XXXX was my first professor at CCP he offered me a lot of confidence. The program is very supportive for people that have never been to school; or haven't been to school in a long time. I would definitely recommend this program to anyone wanting to get into the field of Behavior Health.

The strengths were when the department head was in the field. We are a program that is unconventional, and unless the department head knows the students, they cannot judge if the student is capable of certain overrides we may need for the curriculum and frankly this past semester our program felt neglected.

There are a variety of programs offered.

The program really focuses on preparing students for the work force in the behavioral health field and opens up the opportunity to advance in further education.

I think the greatest strengths in the Behavioral Health Human Services Program are the compassionate Professor.

Behavioral Health courses help and encourage you to be able to progress in the world of Human Services.

All of them, because they are all useful and helpful.

I believe that you should be compassionate, sensitive and empathetic. Most importantly I believe that you should have a genuine love for helping others as well as patience.

The instructors really are the main strength as well as the courses. Though I have to admit I have heard and been through some horror stories regarding some of the professors. Especially newer ones who really don't understand the program or don't care much about it.

This curriculum prepares a student in a huge field of job choices.

One of the strengths of the Behavioral Health Program is that the classes cause you to become more aware of your specific strengths and weaknesses. After becoming more informed about yourself, you will be better able to assist others. The classes in this curriculum help the student understand others and themselves more fully.

I think the strength is that it gears me to be a better helper. The teachers are very passionate about teaching the course

The practicum.

I love being able to give back to the community that has given me a chance to learn and grow as a

person and a helper

The Professors appear to love what they do. The courses were interesting and kept me wanting to learn and participate more in class discussions.

"ALL BHHS PROFESSORS ROCK"

They have teachers that know the material very well and teach it in a way that students can understand

The teachers, they are awesome, helpful and passionate

The professors seem to really enjoy the field that they are in. They also give the students an insight of how it is to really work in the field and something that we should be getting prepared for.

The strengths are having the practicum program and the hand on involvement with your professor this give you the opportunity to work in the different fields along with your peers, and the feel of the population what is important to them having this early experience will motivate you more.

The personal experience of the Professors who instruct the Classes

Informative faculty

Dr XXXX is a wise and through instructor and he's very innovative. Dr. XXXX is a patient, intelligent no-nonsense instructor that always brings new technology to the table.

Because I have overcome many different types of abuse I feel that it is my duty to serve in the behavioral health field to help our future children overcome their possible abuse or other behavioral problems.

I work well with people. I believe that I have learned some skills that will help me in the BHHA Program. I do want to make a difference with people and my strengths are that I am personable, energetic, and responsible.

I think some of the classes help you to understand the whole purpose of the Human Services System within the populations you serve and others. The classes help you to also do Self Inventory this was very beneficial for me.

The staff are wonderful and dedicated to the work they do. The staff are very understanding and know that there is a lot of work involved with this program and they try their best to allow for mistakes while helping to improve on the students' skills.

The strengths of the Behavioral Health Human Services Program are not only being acquired the professional knowledge, but also building an upright character. Therefore, it is very valuable program for the students who want to help people in need.

The program gives you some skills and knowledge of what you will be dealing with in the real world in which you will be working. I believe that the program at Community will be more of learning process than at a four year university.

This Program has nothing but strengths for students who are looking forward to learning all there is to learn before entering the BHHS field. The tools and ethics that is taught has students, like myself, prepared in their first year of the two year program capable of performing counseling, facilitation of groups, assessing, etc; wherein the experience promotes motivation and determination to fulfill the goals of the students. My experience in completing the program has enabled me to achieve my goal I set out to achieve and has promoted me to meet some very interesting and care giving individuals. The BHHS counselors and teachers are very fond of their jobs and the students they encounter and I just

would like to commend them on doing a fantastic job in teaching students like myself.

The strengths of the BHHS program are how informative the courses are. They teach you about the extent of many different disorders and how they are diagnosed and treated. It teaches about drug and alcohol abuse and the effects it can have on a person and their family as well as society. And different treatments and

The strengths are many avenues of support from the instructors to academic advising. The course curriculum is explained in depth and easy to follow.

What do you think needs to be changed or added to the Behavioral Health Human Services Program in order to improve the program?

I think that a clinical terminology class should be offered to the students in the curriculum, and I don't think that math 118 coincides with the BHHS curriculum. I think that it should be removed from the curriculum course list. This class has held many dedicated BHHs students behind. I hope that this message does not fall on deaf ears. I took my time to fill out this survey to make a difference in the BHHS curriculum. I hope to hear someone addressing my concerns in the near future.

I think that there should be additional classes added or more time management when classes are closed, due to the high volume enrollments.

Nothing I love the program just the way it is

I don't believe the curriculum should be changed it is fine the way it is

Less out of school hours group projects.

I would like see a program that deals with working in the human services, in terms of co-workers. My best experience was with clients. My worst experience was working with individuals that carried themselves in an unprofessional manner. I believe this would help students learn to adjust to unexpected behaviors by co-workers in the human services

more class room time instead of once a week

Better access to Department Heads

It seems to me that those who teach in this program are very busy people often with a large class room of people who need their attention. I almost feel that to sit down with them trying to figure out my courses and getting their advice on the direction I should be going in takes up a lot of their time. I wonder if in the future will there be someone in the BHHS program that has the time and qualifications to advise students in the program because I think it is just taxing on the teachers that we have for advisers also.

A bigger variety of facilities for internships

I feel that one practicum is sufficient for the BHHS Program. I do not think that two Practicum are exactly needed. I feel that more experience will come, especially if a student plans to move on educationally. Every professor is different in the way they teach, and practice as therapist so there is no exact change which should come from them, but I feel that a general screening of each student who wants to be in the Behavioral Health Program is necessary because there is a lot of sensitive information which is shared in some classes and I feel that there should be a form or a waiver of confidentiality that should be completed upon entering the program.

That the courses be offered both at the Northwest campus. As well as Main campus.

More hands on classes...actual interaction in the field.

More in the field experiences
Not sure at this time.

Additional class in BHHS at Northeast location.

The Practicum do not provide enough information in regards to what is required. I was confused and thought that one of the classes was working in the field when in fact that is not true. The hours of 12 in the field and two classes is intense, and I feel that the hours should be allowed to be done throughout the year, and with completion of the classes and field work then credits given. As a full time student and a part time worker (in the BHHS field) time is limited. Also, some classes I was interested in only had one or two classes. There are very minimal classes offered at the NERC location. This has caused much travel for me while I work, and money in parking (NERC has free parking).

Most of the people in my classes are older students and many seem to work full time. I know that I have been discouraged by the lack of very early morning and evening (starting later than 6:30 PM) courses within this specific program. That, combined with the practicum experience, does not necessarily make the BHHS program easy to finish in a timely manner for busy working adults.

I believe there needs to be more compassion with working people who schedules sometimes make it difficult to maintain their balance between their job and school.

I would like more Hybrid classes!

I'm not sure at the moment, I am taking classes off campus so I really don't interact with the college on a daily basis

The program is fine in itself. I think that since most of the courses require hands on, text books should be eliminated from the curriculum to save all students money.

The program seems ok for now.

Getting an Associate's degree should not take so long, and I don't think we should get so much homework assignments; we should get more hands on in classes.

maybe some practicum earlier

I think some of the instructors may feel the need to lecture the entire time instead of having an exchange with the students.

Changes: none Additions: more in-depth teaching in the area of counseling/ more in-class note-taking

Nothing

I am not sure.

More academic advising for sure.

The class descriptions. I took Intro to Disabilities and expected it to be about disabilities. It was 95 % about the Americans with Disabilities Act. While I found the class to be informative, it was not what I, nor many of my classmates thought it would be about.

I think a course of child abuse alone should be added. Child abuse has so much information and should have its own course.

As of now I don't think a change needs to happen.

more hands on assistance from administrators and counselors

I don't know if there needs to be any changes in the program or not.

Case management needs to focus on case management and we need more work with the DSM. We need a department head who also teaches in the BHHS curriculum.

There need to be more classes, obviously. And the worse thing is when other classes are filled and one tries to take another class that is not filled, that class won't register. For example, BHHS151 and BHHS 111. I think that you people should try and stabilize some of your subjects so that the registration process is easier. I am paying out of state right now, and it causes a lot of tension for someone as young as I am to continue to experience such stress.

More opportunity for job placement through internships for at least six months after graduation, or early-on programs while still taking classes.

My experience in this program was enlightening. I learned a great deal that I will be able to take with me into my next journey.

I am pleased with the program as is, and have no change requests.

A better description of what one needs to graduate. Especially to new students that might not know all of the necessary classes to take to obtain a degree.

In my studies, think that in order to major in BHHS, senior staff members should evaluate each student to see if they are capable of handling the demands of this field and if they possess the necessary skills needed to do so.

At this time I am not sure what needs to be changed although there are a couple of professors who just don't know what they're doing. The instructor I had most difficulty with was XXXX who had not taught in ten years and who knew nothing about the Family Violence course. In her defense she didn't find out about teaching the course until the second week of the spring semester. I feel that the new professors should be taught how to teach or run the class they will be doing prior to teaching it.

Nothing I can comment on at this time.

Additional Social Work classes could be added to the program to better prepare students for a transfer to a school of Social Work.

They need to offer more online course. In addition, they need to offer course that are more geared towards the field of Social Work. I have plans on transferring to La Salle. But the down side is that they barely accept the credits from CCP.

The core courses need to be upgraded. Courses that will meet the general requirements of most universities need to be upgraded.

A certification in crisis work and a course in counseling or more psychology classes.
MATH, I didn't see the need for a math course for BHHS. I have been working in the field for 5 yrs now and none of my directors have asked me to do algebra.

More class time options. I am unable to come at night time but all the classes I needed for the spring were only offered at night

The webstudy part needs to be more user friendly.

I think that there should be some sort of job wall so that we students can know where they are hiring so we can have an opportunity to find employment.

The order in which the program is set up the program that dealing with what is Social Service must be learned first then following that the different group for example group participation. Person that deal with Behavioral Health must learn about themselves before they are able to help others

Adding clinical writing courses. Incorporating community agencies to the curriculum.

I think there should be more internship programs throughout the course of obtaining our degrees.

nothing

Being a returned student in my 40ies, I found this program was easily and understood everything that was going on my instructors Mr. XXXX and XXXX made me feel comfortable and at ease.

What is the purpose for the math???

In the distance education classes I took I Feel some of the instructors don't outline classes well they put assignments up and if there missed due to work or family emergencies there's no way to still turn them in. The instructors are not available due to them responding to emails almost a week or two later. It seems that they vacation while instructing these computer courses. Some of the assignments are pop up assignments with no indication that they will be posted. On the other hand some distant education classes are very detailed very exact and the professors respond to you within the day after you sending an email others just moonlight which leaves the student at a loss.

I think that there should be fewer internships involved. It is expected that we will need work experience but for those of us going into a 4 year program, it is more likely that we will have to do interships at the 4 year institution. Also, it would be great if more of the credits were transferable to the local colleges and programs so that we are not wasting too much money during the process because it is expected that we will be going into a job field where we won't make a lot of money so saving money is the best option.

I think it would be better if the study is activated by more student central education in the class since the students are more needed to lead clients than the other fields' work after graduation although some classes do.

Stop changing the requirements for the course on students when they are about to graduate.

I think from what I've seen so far the program is fine just the way it is.

I personally think that the BBHS courses are good as they are. I can't think of any improvements that need to be made.

Appendix D: Part Time Faculty

Name	Degrees/ Specialty Area
Davis, Martha	Masters in Social Work and Social Services, Bryn Mawr Co-Director of the Institute For Safe Families,
DiRosa, Francesca	B.A., Psychology; M.S. Organizational Dynamics Ph.D. Educational Psychology : Concentration in Special Education
Drayton, Vivian	MSW Social Work, Licensed Social Worker in State of PA. Member of the Academy of Certified Social Workers, Masters Addiction Counselor
Dukes III, Fred	BA, Social Work M.Ed. Counseling
Gooden, Ron	MA
Isaacson, Robert	MA, Management & Administration MSS, Clinical Social Work
Jacobucci, Raymond	M.Ed., Psychoeducational Processes (Temple University) B.A., Psychology (LaSalle University)
Jones, Regina	BA, Psychology MSS, Master In Social Service MLSP, Master in Law & Social Policy
Simpson, Pearl	DCSW M.S.W. B.S.W.
Gonzales-Torres, Sandra	BA, Speech Communications MA, Counseling Education

Appendix E: Advisory Committee Membership

Derrick Ford, City of Philadelphia
 Ron Comer, Drexel University
 Al Meyer, Gaudenzia Inc
 Cheri Carter, Temple University
 Debbie Geissel, SPIN
 Julieta Johnson-Thomas, Faith Based Community
 Tom Shea, Philadelphia Corporation for Aging
 Polly Schaller, Philadelphia Coalition

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OFFICE OF ACADEMIC AFFAIRS

MEMORANDUM

TO: Student Outcomes Committee
FROM: Judith Gay
DATE: May 20, 2013
SUBJECT: Assessment of Student Learning Outcomes for Critical Thinking

Introduction

The Middle States Commission on Higher education requires colleges to assess student learning outcomes at the course level, program level and institutional level. Since the implementation of the College's general education/core competency requirements in 2009, we have been gathering indirect and direct evidence of student learning outcomes, with a goal of completing one cycle of assessment by the end of 2014.

The seven general education/core competencies are: information literacy; responsible citizenship; critical thinking; quantitative reasoning; technological competency; scientific reasoning; communication. The College has also used general education competencies as defined by the Community College Survey of Student Engagement and grades in Interpretive Studies courses.

Summary

The most recent assessment is for critical thinking. Both the College's indirect evidence and direct evidence support that the College contributes to increased skill in critical thinking overall. The strongest support comes for the development of the ability to apply information; be self-reflective; and synthesize ideas. Sub-skills to strengthen are; use of multiple sources; ability to take multiple perspectives; and ability to support conclusions.

Below is a summary of the information that was reviewed by department heads in February and March 2013:

Indirect Evidence of Student Learning Outcomes for Critical Thinking

- Students have been as successful or more successful in courses that fulfill requirements related to critical thinking than in other general education areas (IR#195)
- Students report that the College benefits their ability to think clearly and analytically on par with national averages and rank critical thinking third in terms of acquisition of general education/core competency skills (IR#191).
- Thinking critically and analytically showed the greatest growth out of all general education/core competency skills.

Direct Evidence of Student Learning Outcomes for Critical Thinking

Faculty rated students with 15 or fewer credits or students with 45 or more credits using a rubric developed by faculty (see Table 1).

- Students with 45+ credits had higher overall critical thinking ratings than students with 15 or fewer credits ($p = .05$).
- Students with 45+ credits had higher average ratings than students with 15 or fewer credits on ability to apply information ($p < .01$); self reflection ($p = .01$); and ability to synthesize information ($p = .055$).
- There was no difference related to credits for using multiple sources ($p = .088$); supporting conclusions ($p = .141$); or taking multiple perspectives ($p = .147$).
- If the benchmark for performance is 70% of students will be rated at 3.0 (competent) on a 4-point scale (see Table 2):
 - Students with 15 or fewer credits do not reach the benchmark on any of the subskills.
 - Students with 45+ credits reach the benchmark on self-reflection (76.7%) and ability to apply information (72.3%)
 - On each sub-skill, a greater percent of students with 45+ credits met the benchmark.

Follow-up

Department Heads agreed to the following:

- Review data on course taking patterns of students who scored low/high
- Review Interpretive Studies courses to ensure they are reinforcing the skills, particularly the sub-skills.
- Reinforce a cross-disciplinary focus.

- Consider the potential impact of the newly revised ENGL 108.
- Have Departments discuss other ways they want to emphasize the sub-skills and inform Academic Affairs.

Tables

Table 1: Mean Scores for Critical Thinking Subskills

Creative Thinking Sub-skill	Students with 15 or Fewer Credits	Students with 45 or More Credits	Significance (One-tailed)
Use Multiple Sources	2.56 (n=50)	2.77 (n=91)	.088
Apply Information	2.53 (n=47)	2.87 (n=94)	.009
Multiple Perspectives	2.56 (n=50)	2.72 (n=89)	.147
Support Conclusions	2.67 (n=51)	2.82 (n=96)	.141
Synthesize Ideas	2.63 (n=51)	2.86 (n=96)	.055
Self-Reflection	2.69 (n=49)	3.02 (n=90)	.011
Composite	15.51	16.94	.047

Table 2: Percent of Students Rated Competent on Creative Thinking Sub-skills

Creative Thinking Sub-Skill	Students with 15 or Fewer Credits	Students with 45 or More Credits
Use Multiple Sources	48.0 (n=50)	64.9 (n=91)
Apply Information	51.0 (n=47)	72.3 (n=94)
Take Multiple Perspectives	56.0 (n=50)	59.5 (n=89)
Support Conclusions	52.9 (n=51)	64.6 (n=96)
Synthesize Ideas	52.9 (n=51)	65.6 (n=96)
Self-reflection	53.1 (n=49)	76.7 (n=90)