Community College
of Philadelphia

The Path to Possibilities™

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STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

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

AGENDA

(1)　1:30 p.m.　Executive Session

(2)　　　　　　　Public Session

1:35 p.m.	(a) Approval of the Minutes of April 4, 2013	(A)
1:40 p.m.	(b) Proposed 2013-14 Student Activities, Athletics, and Commencement Budget	(A)
2:10 p.m.	(c) Academic Program Audit: Architecture and Interior Design Programs	(A)
2:30 p.m.	(d) Academic Program Audit: Behavioral Health Human Services, AAS and Associated Certificates	(A)

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

**MINUTES
Thursday, April 4, 2013
1:30 p.m. – Room M2-34**

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

(1)   Executive Session

There was no Executive Session.

(2)   Public Session

a) Approval of Minutes of March 14, 2013 (Action Item)

The minutes were accepted.

b) Developmental Math Department Proposal (Action Item)

The members of the Committee discussed the proposed developmental
mathematics department. Concerns included: labeling a department
"developmental"; whether creating a new department would impact student
outcomes in the short term; whether the proposal is transformative enough; and
faculty perceptions. The Committee asked for an updated proposal that deals
with structural issues and an alternative proposal that could have a more
immediate impact. No action was taken.

c) Student Outcomes Dashboard (Discussion Item)

This agenda item was deferred until the next meeting.

Next Meeting:

The next meeting of the Student Outcomes Committee of the Board is
scheduled for Thursday, May 2, 2013 at 1:30 p.m. in conference room
M2-34.

Attachments:

Minutes of March 14, 2013

Community College of Philadelphia
Student Affairs

2013-2014 Student Activities, Athletics, and Commencement Budget

Budgeting Assumptions and Rationale

Below are issues and rationales for various budgeting criteria for creating the Student Activities, Athletics, and Commencement Budget for the Fiscal Year 2014 budget.

Revenue Sources (FY14 Proposed)   *(FY13 Approved)*
   · General College Fee: $1,445,495   (5.9% decrease over FY13)
   · Revenue from Activities: $145,000   (12.1% decrease over FY13)
   · Net Profits from Bookstore/Cafeteria: $683,553   (3.5% increase over FY13)
   · Commencement Support: $57,000   (0% increase over FY13)

   · Net decrease of $87,410 over FY13 Approved (3.6%)
   · Net decrease of $94,257 over FY13 Revised (3.9%)

Budget Lines

Percentages	Guidelines	FY13	FY14
Student Publications	10%	10.0%	10.0%
Campus Programming	15%	13.9%	14.3%
Performing Arts	5%	3.3%	3.2%
Student Support	15%	17.9%	17.3%
Student Lead./Involv.	15%	15.0%	15.0%
Athletics	35%	35.0%	35.3%
Contingency	5%	5.0%	5.0%
	100%	100.1%	100.1%

Individual Budget Lines

There is a projected decrease of $87,410 in FY14 Projected Revenue compared to FY13 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. Therefore, the FY14 programming budget lines need to be reduced by $114,410 (12.7%).

As described below, the reduction of 12.7% is spread evenly among the budget sections. Only minor variations are being proposed in the percentage guidelines. Reductions are across the board. Two key reductions being proposed are: the elimination of Men's Baseball and the reduction of Student Ambassadors from 25 per semester to 20 per semester.

Staff (52.2% of funds; up from 48.9% in FY13)

- Fringe benefit increases
- Salary increases (projected)
- Overall lower salary for part/time classified staff reduction to 25 hours/week
  (one position in Student Life)

The increase in net overall staff salaries reflects the full-year funding of all positions in Student Life and Athletics in this budget. This includes both salaries and cost of all fringe benefits.

There is an increase in the percentage of funds, as compared to current year budget, dedicated to staff: from 48.9% to 52.2% of total funds.

Student Publications (Guideline - 10%; Actual - 10%)

Minimal impact on current programmatic levels.

Increased ad revenue is expected to minimize impact on Student Vanguard's reduction in allocation.

Student Handbook is being funded at the level of the prior year's actual costs.

Careful attention to production costs (e.g., use of color, page count) will mitigate reduction in budgets for three literary magazines.

Campus Programming (Guideline - 15%; Actual – 14.3%)

Section increases percentage from FY13 – closer to guideline. For Regional Center programming and Special Theme Programming (theme months, International Festival, Law and Society Week support, etc.), there will be minimal reductions. The "Films" budget also supported the monthly cable bill for the Winnet TV lounge which has been discontinued. The number of off-campus theater/music events (Philadelphia, NYC) will be reduced to accommodate the reduction. The number and % discount for local museum tickets may be reduced. The number and % of discount movie passes will decrease.

Performing Arts (Guideline – 5%; Actual 3.2%)

Spoken Word – Student Performances – Student performers on campus (Student Programming Board)

The Musical Events line is used to pay for BMI/SESAC/ASCAP royalties and is a fixed cost.

Student Support (Guideline – 15%; Actual 17.3%)

Co-Curricular Cultural and Educational Trips – The number of opportunities will need to be reduced by three-four each semester.

Student Involvement and Leadership Training activities will be trimmed. Core functions and services will be maintained.

Student Ambassadors – Reduce the number of Ambassadors from 25 to 20 each semester.

"Health & Wellness Programs": This line covers student medical costs associated with P&P 308.

Student Leadership and Involvement (Guideline – 15%; Actual 15%)

To maintain 15% guideline, decrease is necessary. This section funds Student Government Association, Phi Theta Kappa, and all clubs and organizations.

Athletics (Guideline 35%; Actual 35.3%)

Elimination of Men's Baseball team. Overall budget cuts will force discontinuing some sport programs and activities. Baseball has seen dwindling participation and has struggled to attract eligible full-time students. The popularity of the sport in inner cities has declined over the past years. It is the least competitive of our varsity sports and turns out the fewest athletes who move on to compete at the next level. Although it is with regret that we have to cut any program or activity, discontinuing baseball would impact the department the least when considering all the sports that are offered.

Cheerleading was eliminated in 2012-13; transferred to Student Life Center as Spirit Team. Advisor's salary is now part of "Faculty Advisors Staff Line."

In 2012, the Eastern Pennsylvania Collegiate Conference (EPCC) was dissolved. It was in this conference that the College competed. This action was taken in response to member institutions wishing to join the National Junior College Athletic Association (NJCAA). As a result, the College researched the possibility of joining the NJCAA and its overall benefits. While all teams would not benefit with the move at this time, the following are the proposed teams to compete in the NJCAA beginning in 2013-2014: Men's Basketball, Women's Basketball, Men's Cross Country, Women's Cross Country, Men's Track and Field, Women's Track and Field, Men's Tennis, Women's Tennis. With this move, increases are necessary largely for required league competition travel. Men's Soccer and Women's Volleyball will continue Independent or reduced EPCC competition; may join NJCAA in future.

Contingency (Guideline - 5%; Actual – 5%)

Decrease to maintain overall 5% guideline (split 35% Athletics and 65% Student Life).

First Year Student Success

Slight decrease in funding. This budget covers expenses related to programmatic efforts in support of entering and first-year students. This includes Student Orientation and Registration (SOaR), Academic Welcomes, Welcome Week, and Student Involvement Days.

Child Care

The Child Care budget is needed as a contingency for any charges that might be needed that are not covered with KLC contract or are beyond routine institutional costs (housekeeping, maintenance, etc.).

Commencement

Commencement budget covers most graduation-related expenses and the May ceremony expenses: student cap/gowns, honor cords/ribbons, printing of programs, hall rental and event production costs.

TABLE VII-A

STUDENT ACTIVITIES, ATHLETICS & COMMENCEMENT BUDGET FOR THE FISCAL YEAR 2013-2014
(WITH COMPARISON TO FISCAL YEARS 2011-12 AND 2012-13)

	2011-12 Actual	Approved 2012-13 Budget	Revised 2012-13 Budget	Proposed 2013-14 Budget	Variance From 2012-13 Revised Budget	% Change From 2012-13 Revised
REVENUES						
General College Fee	$1,569,124	$1,536,697	1,499,476	$1,445,495	($53,981)	(3.6)
Commencement Support	54,870	57,000	57,000	57,000	0	0.0
Auxiliary Profits	688,916	659,761	723,829	683,553	(40,276)	(5.6)
Revenues from Activities	143,811	165,000	145,000	145,000	0	0.0
TOTAL REVENUES	$2,456,721	$2,418,458	$2,425,305	$2,331,048	($94,257)	(3.9)
EXPENDITURES						
Student Publications	$67,362	$90,346	$90,346	$78,905	($11,441)	(12.7)
Campus Programming	185,135	125,209	125,149	112,733	(12,416)	(9.9)
Performing Arts	29,175	29,500	32,500	24,874	(7,626)	(23.5)
Student Support	208,054	161,500	178,042	136,777	(41,265)	(23.2)
Student Leadership & Involvment	150,311	135,519	129,479	118,357	(11,122)	(8.6)
Athletics	297,589	316,211	333,729	278,200	(55,529)	(16.6)
Contingency	0	45,173	14,213	39,202	24,989	175.8
First Year Student Success	107,603	180,000	180,000	178,000	(2,000)	(1.1)
Childcare Support	0	6,000	6,000	5,000	(1,000)	(16.7)
Commencement	149,549	145,000	145,000	143,000	(2,000)	(1.4)
Staff	1,086,002	1,184,000	1,184,000	1,216,000	32,000	2.7
TOTAL EXPENDITURES	$2,280,780	$2,418,458	$2,418,458	$2,331,048	($87,410)	(3.6)

TABLE VII-B

STUDENT ACTIVITIES, ATHLETICS & COMMENCEMENT BUDGET FOR THE FISCAL YEAR 2013-14
(WITH COMPARISON TO FISCAL YEARS 2011-12 AND 2012-13)

	Final 2011-12 Expenses	Approved 2012-2013 Budget	Revised 2012-13 Budget	Proposed 2013-2014 Budget	Variance from 2012-13 Approved Budget	% Change from 2012-13 Approved	Variance from 2012-13 Revised Budget	% Change from 2012-13 Revised
STUDENT PUBLICATIONS								
Student Vanguard	$26,550	$41,346	$41,346	$34,905	($6,441)	(15.6)	($6,441)	(15.6)
Limited Editions	5,078	7,000	7,000	6,000	(1,000)	(14.3)	(1,000)	(14.3)
CAP Magazine	4,608	7,000	7,000	6,000	(1,000)	(14.3)	(1,000)	(14.3)
ESL Magazine	5,056	7,000	7,000	5,500	(1,500)	(21.4)	(1,500)	(21.4)
Student Handbook	26,070	28,000	28,000	26,500	(1,500)	(5.4)	(1,500)	(5.4)
Guideline - 10%								
Actual - 10%	67,362	90,346	90,346	78,905	(11,441)	(12.7)	(11,441)	(12.7)
CAMPUS PROGRAMMING								
Concert and Museum Tickets	104,238	22,209	22,209	19,250	(2,959)	(13.3)	(2,959)	(13.3)
Films	548	1,000	1,000	500	(500)	(50.0)	(500)	(50.0)
Lectures	15,969	6,000	6,000	5,000	(1,000)	(16.7)	(1,000)	(16.7)
Concerts	12,159	7,000	7,000	5,000	(2,000)	(28.6)	(2,000)	(28.6)
Theatre Tickets	22,177	19,000	18,940	16,483	(2,517)	(13.2)	(2,457)	(13.0)
Art Exhibits	3,453	7,000	7,000	5,000	(2,000)	(28.6)	(2,000)	(28.6)
Special Theme Programs	0	29,000	29,000	28,500	(500)	(1.7)	(500)	(1.7)
Regional Centers	26,591	34,000	34,000	33,000	(1,000)	(2.9)	(1,000)	(2.9)
Guideline - 15%								
Actual - 14.3%	185,135	125,209	125,149	112,733	(12,476)	(10.0)	(12,416)	(9.9)
PERFORMING ARTS								
Spirit / Pep Band	795	1,500	4,500	1,500	0	0.0	(3,000)	(66.7)
Theatrical Productions	15,155	13,000	13,000	12,000	(1,000)	(7.7)	(1,000)	(7.7)
Spoken Word - Student Performances	8,339	8,000	8,000	4,374	(3,626)	(45.3)	(3,626)	(45.3)
Musical Events Licensing	4,886	7,000	7,000	7,000	0	0.0	0	
Guideline - 5%								
Actual - 3.2%	29,175	29,500	32,500	24,874	(4,626)	(15.7)	(7,626)	(23.5)

<p style="text-align:center">TABLE VII-B</p>

STUDENT ACTIVITIES, ATHLETICS & COMMENCEMENT BUDGET FOR THE FISCAL YEAR 2013-14
(WITH COMPARISON TO FISCAL YEARS 2011-12 AND 2012-13)

	Final 2011-12 Expenses	Approved 2012-2013 Budget	Revised 2012-13 Budget	Proposed 2013-2014 Budget	Variance from 2012-13 Approved Budget	% Change from 2012-13 Approved	Variance from 2012-13 Revised Budget	% Change from 2012-13 Revised
STUDENT SUPPORT								
Awards and Certificates	581	1,000	1,000	700	(300)	(30.0)	(300)	(30.0)
Hospitality	0	0	0	0	0	0.0	0	0.0
Advertising and Marketing	6,421	6,500	16,942	5,000	(1,500)	(23.1)	(11,942)	(70.5)
Co-Curricular Cultural & Educational Trips	82,180	37,000	37,000	28,000	(9,000)	(24.3)	(9,000)	(24.3)
Student Involvement	35,186	28,000	34,100	24,000	(4,000)	(14.3)	(10,100)	(29.6)
Leadership Training	39,777	32,000	32,000	30,177	(1,823)	(5.7)	(1,823)	(5.7)
Student Ambassador	43,334	56,000	56,000	48,000	(8,000)	(14.3)	(8,000)	(14.3)
Health & Wellness Programs	575	1,000	1,000	900	(100)	(10.0)	(100)	(10.0)
Guideline - 15%								
Actual - 17.3%	208,054	161,500	178,042	136,777	(24,723)	(15.3)	(41,265)	(23.2)
STUDENT LEADERSHIP & INVOLVEMENT	135,511	9	129,479	118,357	(17,162)	(12.7)	(11,122)	(8.6)
Guideline - 15%								
Actual - 15%								
STAFF								
Student Activities	686,474	756,000	756,000	774,000	18,000	2.4	18,000	2.4
Faculty Advisors	77,117	70,000	70,000	70,000	0	0.0	0	0.0
Athletics	322,411	358,000	358,000	372,000	14,000	3.9	14,000	3.9
(52.2% of total funds)	1,086,002	1,184,000	1,184,000	1,216,000	32,000	2.7	32,000	8.9
CONTINGENCY (OSA)	0	29,362	13,480	25,481	(3,881)	(13.2)	12,001	89.0

TABLE VII-B

STUDENT ACTIVITIES, ATHLETICS & COMMENCEMENT BUDGET FOR THE FISCAL YEAR 2013-14
(WITH COMPARISON TO FISCAL YEARS 2011-12 AND 2012-13)

	Final 2011-12 Expenses	Approved 2012-2013 Budget	Revised 2012-13 Budget	Proposed 2013-2014 Budget	Variance from 2012-13 Approved Budget	% Change from 2012-13 Approved	Variance from 2012-13 Revised Budget	% Change from 2012-13 Revised
ATHLETICS								
General Athletic Support	18,785	7,500	16,500	7,500	0	0.0	(9,000)	(54.5)
Men's Varsity Basketball	43,531	40,000	40,000	42,000	2,000	5.0	2,000	5.0
Men's Baseball	19,116	20,000	20,000	0	(20,000)	(100.0)	(20,000)	(100.0)
Men's Soccer	27,197	24,000	20,000	28,000	4,000	16.7	8,000	40.0
Women's Soccer	0	0	0		0	0.0	0	0.0
Co-Ed Cross Country/Track&Field	42,900	48,000	48,000	55,000	7,000	14.6	7,000	14.6
Women's Basketball	26,176	40,000	40,000	38,000	(2,000)	(5.0)	(2,000)	(5.0)
Women's Volleyball	12,783	15,000	15,000	18,500	3,500	23.3	3,500	23.3
Women's Softball	0	5,500	5,500	0	(5,500)	0.0	(5,500)	0.0
Cheerleading	5,946	6,000	8,440	0	(6,000)	(100.0)	(8,440)	(100.0)
Co-Ed Tennis	16,344	10,000	10,000	10,000	0	0.0	0	0.0
Co-Ed Intramurals	17,066	29,000	27,000	10,000	(19,000)	(65.5)	(17,000)	(63.0)
Co-Ed Aerobics	10,889	17,000	19,000	15,000	(2,000)	(11.8)	(4,000)	(21.1)
Co-Ed Martial Arts	0	0	0		0	0.0	0	0.0
Insurance	39,461	34,000	44,078	44,200	10,200	30.0	122	0.3
Medical Services	1,560	6,000	6,000	5,000	(1,000)	(16.7)	(1,000)	(16.7)
Advertising and Marketing	4,019	1,000	1,000	1,000	0	0.0	0	0.0
Athletic Equipment	11,816	13,211	13,211	4,000	(9,211)	(69.7)	(9,211)	(69.7)
Guideline - 35%								
Actual - 35.3%	297,589	316,211	333,729	278,200	(38,011)	(12.0)	(55,529)	(16.6)
CONTINGENCY (*Guideline-5% ; Actual-5%*)	0	15,811	733	13,721	(2,090)	(13.2)	12,988	1,771.9
SUBTOTAL	2,023,628	2,087,458	2,087,458	2,005,048	(82,410)	(3.9)	(82,410.0)	(3.9)
First Year Student Success	107,603	180,000	180,000	178,000	(2,000)	(1.1)	(2,000)	(1.1)
Childcare Support	0	6,000	6,000	5,000	(1,000)	(16.7)	(1,000)	(16.7)
Commencement	149,549	145,000	145,000	143,000	(2,000)	(1.4)	(2,000)	(1.4)
TOTAL EXPENDITURES	$2,280,780	$2,418,458	$2,418,458	$2,331,048	($85,410)	(3.5)	($87,410)	(3.6)

COLLEGE POLICIES AND PROCEDURES
MEMORANDUM NO. 211

GUIDELINES FOR THE USE OF
STUDENT ACTIVITIES FUND

Revised: March 17, 2011

Original Number: 94
Original Date of Issue: November 7, 1975

Reissued: 94A - August 24, 1979

94B - February 4, 1984

94C - September 16, 1985

94D - December 17, 2003

94E   March 17, 2011

This Policies and Procedures Memorandum supersedes and replaces Policies and Procedures Memorandum 94D.

I.   GUIDELINES FOR APPORTIONING FUNDS

A budget shall be prepared for presentation to the Board of Trustees through the President's Office apportioning funds to assure the continuance of such activities as vocal and instrumental music, various forms of dance, drama, intercollegiate and intramural athletics, the student newspaper, and the literary magazines as long as there is significant student interest in these and similar activities. Funds shall also be appropriated for concerts, films, lectures and similar events which complement the cultural and academic activities of the institution. Funds shall be made available for the Student Government Association to carry out its programs and to finance the activities of recognized clubs and organizations upon Student Government Association approval of their programs and budget, or in the absence of action by a duly elected Student Government Association, approval by the administration.

Five percent of the anticipated income shall be appropriated as a contingency fund. The Office of Student Life and the Department of Athletics may draw upon this fund for the enhancement of student activities. Any residual funds at the end of the fiscal year shall be placed in the Student Activities Reserve Fund. The approval for expenditures of funds from the contingency fund and from the Student Activities Reserve Fund will be the responsibility of the Vice President for Student Affairs.

All funds shall pass through the Business Office of the College, following procedures specified by the Business Office.

Once staff salaries and benefits, Commencement expenses, and funding of First Year Student Success Programming have been determined, the administration will attempt to allocate the remaining funds in the following manner:

Student Leadership and Involvement 15%
Student Publications 10%
Performing Arts 5%
Athletics 35%
Campus Programming 15%
Student Support 15%
Contingency 5%

II.   GUIDELINES FOR USING FUNDS
1. Overnight trips require the prior approval of the Director of Student Life or the Director of Athletics and the Dean of Students. Reasonable expenses for food and lodging are acceptable. Group meals and rates should be arranged whenever possible.
2. Donations by a student organization for community or charitable purposes of any sort must come from income generated by that organization. No money appropriated by the College to clubs and organizations or the Student Government Association may be used for such donations.
3. Organizations may use any legal means to raise money to help carry out their programs. Such fund raising projects must be registered with the Director of Student Life at least three weeks prior to the fund-raising affair or inception of the project. The College name or identity may not be used to raise money for a specific religious, political, ethnic or social group.
4. No student, organization, advisor, coach, etc., may sign a contract obligating any student activity funds or the facilities of the College or of any student organization.
5. Contracts to be paid from student activities or athletics funds for sums in excess of $1,000.00 must be signed by the Vice President for Student Affairs. Contracts to be paid from student activities or athletics funds for sums in excess of $5,000.00 must be signed by the President. By Board of Trustees action, certain of these must be cleared by College legal counsel. Such contracts must be signed at least 30 days prior to the event or delivery of goods or services. The contracts must be accompanied by a detailed plan for advertising and promotion and an estimate of anticipated attendance.
6. The major consideration in selecting advisors, directors and coaches shall be their ability to provide an optimum educational experience for students in a particular activity. Compensation for these people shall be based on the professional time spent, the number of students directly involved, the extent and nature of preparation and experience. Any advisor, coach or director paid from College

funds must be approved by the Director of Student Life or the Director of Athletics, the Dean of Students and the Vice President for Student Affairs..

7. No College funds shall be used to pay for appearances by public figures without the written approval of the President.

8. No College funds shall be used to pay for any appearance by any full-time employee of the College.

Community College of Philadelphia

Academic Program Audit: Architecture and Interior Design Programs

Division of Liberal Studies

Writers:
   Miles Grosbard, Chair, Department of Architecture, Design & Construction
   John Moore, Director Academic Assessment and Evaluation

With Contributions From:
   Anthony Palimore, Assistant Professor
   Arthur Wolf, Visiting Lecturer
   David Tinley, Visiting Lecturer

I. Executive Summary

The Architecture program at CCP is the 36th largest program that has had slight growth over the past few years. Students are performing, generally, on par with their peers at the College with the exception of graduation rates, which a slightly lower—students tend to transfer before completing the degree.

Interior Design is a small program (71st largest) with little growth over the past few years. Again students are performing near the level of their peers, with the same exceptions as Architecture, noted above.

Both programs share a number of courses and have faculty that are active in the community as well as on campus. Student satisfaction in both programs is high as is participation in various activities sponsored by the program. Both programs are also on task, generally, for their assessments of student learning—which has been neatly integrated into the regular course procedures.

Recommendations focus on parsing out the roles of the programs and better understanding student enrollment, retention and departure patterns.

II. Program

A. Mission

The Associate of Arts degree program in Architecture prepares students for transfer to professional schools of architecture, and similarly, the Associate of Arts degree program in Interior Design helps prepare students for transfer to baccalaureate level study in Interior Design. The primary goals of the programs are to provide students with the fundamental professional knowledge and technical skills needed to compete in the challenging and rewarding careers of architecture and interior design, and to foster the development of each student's creative capacities, reflecting an integrated understanding of the multi-faceted factors influencing design decisions.

The Department of Architecture, Design and Construction (ADC) is dedicated to helping students find their place in a dynamic and profitable industry: Design and Construction Services. For some students, this translates into providing the first two years of a four- or five-year baccalaureate program in Architecture or Interior Design. It is important to note that although these AA programs are primarily focused on transfer, most CCP Architecture and Interior Design students express strong interest in developing robust skill levels, especially in the arena of graphic computer applications, which enable them to procure part-time work in their professions.

B. Major Goals of the Program

Students successfully completing the Architecture Program will be able to:

- Develop design drawings and models utilizing freehand drawing and modeling, mechanical drawing, and computer drafting and modeling.

- Communicate effectively and work as part of a team, using graphic, oral and written modes.

- Demonstrate an understanding of the design process by solving specific design problems, synthesizing and applying technical, historical, cultural and theoretical concepts.

- Demonstrate knowledge of various building materials and methods, and related building technologies.

Students successfully completing the Interior Design Program will be able to:

- Develop design drawings and models utilizing freehand drawing and modeling, mechanical drawing, and computer drafting and modeling.

- Communicate effectively and work as part of a team, using graphic, oral and written modes.

- Demonstrate an understanding of programming, planning and designing interior spaces by solving specific design problems, synthesizing and applying technical, historical, cultural and theoretical concepts.

- Demonstrate knowledge of various finish materials and methods, furnishings and related interior products.

C. Brief History of the Program

In 1996, the curricula were revised to place them more firmly on a transfer footing—separating Architecture and Interior Design (as transfer programs) from Architectural Technology. This was done as a result of a previous audit. And in 2006 the programs were expanded to address Interior Design and Architecture as separate and distinct programs (as opposed to a options within a single program). A new course was added to Interior Design in 2009 (Color and Lighting) as required rather than as a directed elective.

The Department has developed approved course equivalencies charts with local baccalaureate partners, attached as appendices. Over the course of the audit period, CCP students have used these documents to successfully transfer credits, and have been placed into third year studios. It is now common for nearly 100% of Community College of Philadelphia earned credits to transfer to Architecture and Interior Design

programs at Drexel University (Arch and ID), Temple University (Arch), Philadelphia University (Arch and ID) and Moore College of Art and Design (ID).

D. Curriculum

1a. Description of the Curriculum: Architecture

The AA in Architecture prepares students for transfer to professional schools of architecture. The primary goals of the program are to provide students with the fundamental professional knowledge and technical skills needed to compete in the challenging and rewarding career of architecture, and to foster the development of each student's creative capacities, reflecting an integrated understanding of the multi-faceted factors influencing design decisions.

The curriculum and faculty are dedicated to providing each student with strong design skills and technical experiences early in his or her education. In the Architecture program, the design studio is the focus. It is here that design fundamentals are acquired, and technical, historical and theoretical concepts are synthesized and applied. Students increase their spatial visualization capabilities and are guided in developing a design process and a personal creative vision. At the same time, they learn to work as part of a design team. The design projects are organized to build aesthetic understanding, technical abilities, sensitivity to human needs and awareness of the social consequences of design decisions.

At the College, the study of architecture reflects the diverse and evolving roles and responsibilities of the design professional. The program provides a broad liberal arts education, drawing upon art, science, humanities, social science, and the history of architecture and interior design. This is the vital foundation that leads to the ability to design buildings that are functional, lasting and beautiful.

Architecture is a select program. To be accepted into the program, students must complete ADC 109 - Design Studio I with a minimum grade of "C."

1b. Description of the Curriculum: Interior Design

The Interior Design program leads to the Associate in Arts degree, with graduates prepared to transfer to baccalaureate institutions. However, after graduation from the Community College of Philadelphia, students may choose to enter the work force as junior or assistant designers, or as materials librarians.

The primary goal of the program is to teach students to be imaginative, responsible and knowledgeable interior designers. Within the context of the multi-disciplinary learning environment of the Architecture, Design and Construction Department, students develop, explore and apply the broad intellectual, visual and graphic capacities required to compete successfully in the challenging and rewarding field of interior design.

The curriculum and faculty are dedicated to providing each student strong design and technical experiences early in his or her education. The Interior Design program is built upon a sequence of design studios. It is here that design fundamentals are acquired, and technical,

historical and theoretical concepts are synthesized and applied. Students increase their spatial visualization capabilities and are guided in developing a design process and a personal creative vision. At the same time, they learn to work as part of a design team. The design projects are organized to build aesthetic understanding, technical abilities, sensitivity to human needs and awareness of the social consequences of design decisions.

At the College, the study of interior design reflects the diverse, evolving roles and responsibilities of the design professional. The program provides a broad liberal arts education, drawing upon art, science, humanities, social science and the history of architecture and interior design. This is the vital foundation that leads to the ability to produce lasting, beautiful and functional design work.

Interior Design is a select program. To be accepted into the program, students must complete ADC 109 - Design Studio I with a minimum grade of "C."

2a. Curriculum Sequence: Architecture

ARCHITECTURE COURSE SEQUENCE

Course Number and Name	Pre- and Corequisites	Credits	Gen Ed Req.
FIRST SEMESTER			
ADC 101 - Introduction to Design and Construction		3	Tech Comp*
ADC 103 - CAD Basics		3	Tech Comp*
ADC 109 - Design Studio I		4	
ART 105 - Drawing I		3	
ENGL 101 - English Composition I		3	ENGL 101
SECOND SEMESTER			
ADC 159 - Design Studio II	ADC 103 , ADC 109	4	
ADC 112 - Construction Materials and Detailing: Properties	ADC 103, ADC 109	3	
ADC 160 - Presentation Techniques	ADC 103, ADC 109	3	
MATH 162 - Precalculus II or higher	MATH 161	3	Mathematics
ENGL 102 - The Research Paper	ENGL 101	3	Info Lit
THIRD SEMESTER			
ADC 209 - Design Studio III	ADC 159, ADC 160	4	
ADC 212 - Construction Materials and Detailing: Methods	ADC 103 or ADC 109	3	
ADC 221 - History of Architecture and Interiors I	ENGL 101	3	
ADC 260 - Advanced Presentation Techniques	ADC 160; and ADC 209** or ADC 163**	3	
Humanities Elective		3	Humanities
Social Science Elective		3	Social Sciences
FOURTH SEMESTER			
ADC 222 - History of Architecture and Interiors II	ADC 221 and ENGL 102**	3	
ADC 253 - Environmental Systems I	ADC 101 and ADC 103 or ADC 109	3	
ADC 259 - Design Studio IV	ADC 209	4	
PHYS 111 - General Physics I	MATH 162	3-4	Natural Science
Social Science Elective		3	
		67-68 Credits	

* Students must complete ADC 101 and ADC 103 to meet the Technological Competency requirement.

**May be taken concurrently

2b. Curriculum Sequence: Interior Design

INTERIOR DESIGN COURSE SEQUENCE

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
FIRST SEMESTER			
ADC 101 - Introduction to Design and Construction		3	Tech Comp*
ADC 103 - CAD Basics		3	Tech Comp*
ADC 109 - Design Studio I		4	
ENGL 101 - English Composition I		3	ENGL 101
ART 105 - Drawing I		3	
SECOND SEMESTER			
ADC 159 - Design Studio II	ADC 103, ADC 109	4	
ADC 160 - Presentation Techniques	ADC 103, ADC 109	3	
ADC 192 - Color and Lighting	ADC 101	3	
MATH 137 - Geometry for Design or higher	MATH 118 placement	3	Mathematics
ENGL 102 - The Research Paper	ENGL 101	3	Info Lit
THIRD SEMESTER			
ADC 209 - Design Studio III	ADC 159, ADC 160	4	
ADC 221 - History of Architecture and Interiors I	ENGL 101	3	
ADC 260 - Advanced Presentation Techniques	ADC 160** and ADC 209**; or ADC 163**	3	
Directed Elective - select one of the following:		3	
ADC 112 - Construction Materials and Detailing: Properties	ADC 103 or ADC 109		
ADC 212 - Construction Materials and Detailing: Methods	ADC 103 or ADC 109		
ART 106 - Drawing II	ART 105		
ART 111 - Three - Dimensional Design I			
ART 125 - Design I			
ART 126 - Design II	ART 125		
Humanities Elective		3	Humanities
FOURTH SEMESTER			
Social Science Elective		3	Social Sciences
ADC 259 - Design Studio IV	ADC 209	4	
ADC 222 - History of Architecture and Interiors II	ADC 221 and ENGL 102**	3	
Directed Elective - select one from the list above		3	
Science Elective		3-4	Natural Science
Social Science Elective		3	
		67-68 Credits	

* Students must complete ADC 101 and ADC 103 to meet the Technological Competency requirement.
**May be taken concurrently

3a. Curriculum Map (Architecture Program)

The Associate of Arts in Architecture Program curriculum prepares students to achieve the expected student learning outcomes identified in the College catalog. The following table demonstrates how learning activities in specific courses map to these learning outcomes.

Architecture Program Student Learning Outcomes	ADC 101	ADC 103	ADC 109	ADC 112	ADC 159	ADC 160	ADC 209	ADC 212	ADC 221	ADC 260	ADC 222	ADC 253	ADC 259
Demonstrate an understanding of the design process by solving specific design problems, synthesizing and applying technical, historical, cultural and theoretical concepts.	I		I A		R A		R A		I		R A		M A
Develop design drawings and models utilizing freehand drawing and modeling, mechanical drawing, and computer drafting and modeling.	I	I	I A		R A	R A	R A				R	M A	M A
Demonstrate knowledge of various building materials and methods, and related building technologies.	I			R A			R	M A	R	R	R	R	R
Communicate effectively and work as part of a team using graphic, oral and written modes.	I	I A	I A		R A	R A		R	R	M A	M A		

I – Introduced   **R**-Reinforced and opportunity to practice   **M**-Mastery at exit level   **A**-Assessment evidence collected

3b. Curriculum Map (Interior Design Program)

The Associate of Arts in Interior Design Program curriculum prepares students to achieve the expected student learning outcomes identified in the College catalog. The following table demonstrates how learning activities in specific courses map to these learning outcomes.

Interior Design Program Student Learning Outcomes	ADC 101	ADC 103	ADC 109	ADC 192	ADC 159	ADC 160	ADC 209	ADC 221	ADC 260	ADC 222	ADC 259
Demonstrate an understanding of programming, planning and designing interior spaces by solving specific design problems, synthesizing and applying technical, historical, cultural and theoretical concepts.	I		I A	R	R A		R A	I		R A	M A
Develop design drawings and models utilizing freehand drawing and modeling, mechanical drawing, and computer drafting and modeling.	I	I	I A		R A	R A	R A			R	M A
Demonstrate knowledge of various finish materials and methods, furnishings and related interior products.	I			R A			R	R	R	R	R
Communicate effectively and work as part of a team using graphic, oral and written modes.	I	I A	I A		R A	R A			R	M A	

I – Introduced   **R**-Reinforced and opportunity to practice   **M**-Mastery at exit level   **A**-Assessment evidence collected

E. Revisions to the curriculum since last audit

      In 2009 the course ADC 192 – Color and Lighting was changed from a directed elective to a required course for the Interior Design program, and the number of directed electives was reduced to compensate for the addition of an added course.

F. Curricular innovations

      Programs within Architecture, Design, and Construction (Including Architecture and Interior Design) meet the General Education requirement for Technological Competence without requiring the CIS 103 course by taking ADC 101 and ADC 103, both of which were revised to meet the Technological Competence requirements.

III. Profile of Faculty

Full Time Faculty and Visiting Lecturers

Miles Grosbard (Associate Professor) EdD, Certificate in Urban Design, M. Arch, B. Arch
- Registered Architect, Building Analyst
- Teaches: Architecture and Interior Design
- Contributions to College/Program
  Chair of the Department, Coordinator of Architecture and Interior Design, Coordinator of Building Science, Expanded department curricula more broadly to include foci on energy conversation and sustainable design; teaches in Mathematics Department
- Professional Activities
  Energy Certificates, Working with Energy Coordinating Agency, Facility Management Faculty Advisor

Paula Behrens (Professor) M. Arch, BA
- Registered Architect
- Teaches: Architectural and Interior Design; Facilities Management
- Contributions to College/Program
  Former Chair of Department
- Professional Activities
  Member, International Facilities Management Association
  --Academic Accreditation Committee Member
  --Philadelphia Newsletter Committee Member

Anthony Palimore (Assistant Professor) M. Arch, B. Landscape Architecture
- Registered Architect
- Teaches: Construction Management, Computer-Aided Design & Drafting
- Contributions to the College/Program
  Revising construction management curricula; Teaching new industry-wide computer software packages, Crew Chief for Leadership Course

- Professional Activities
  - Member: American Institute of Architects, Continuing Education (Microsoft Projects, Revit Architecture Software, Auto Cad Software), Active with Philadelphia Office of Licenses and Inspections

Michael Stern (Assistant Professor) M. Arch, Certificate in Historic Preservation, B. Arch
- Registered Architect
- Teaches: Architectural and Interior Design, Computer-Aided Design & Drafting
- Contributions to College/Program
  - Coordinated Computer-Aided Design & Drafting Advisory Committee
  - Currently on Sabbatical
- Professional Activities
  - Member: American Institute of Architects

David Tinley (Part Time Faculty) M. of Urban Design, B. Arch
- Registered Architect
- Teaches: Architecture and Interior Design, Computer-Aided Design & Drafting, Energy Audits
- Contributions to College/Program
  - Coordinator for Computer Assisted Design
- Professional Activities
  - Certified in EPA Lead Safety, Continuing Education: Seeking several certificates, Maintains active professional practice

Arthur Wolf (Part Time Faculty) MBA, MA City Planning and Urban Design, B. Arch
- Registered Architect
- Teaches: Intro to Design and Construction, History of Architecture and Interior Design
- Contributions of College/Program
  - Redeveloped course curricula, developed Facility Management curricula and assisted with program accreditation, developing new course curricula in Construction Management
- Professional Activities
  - Serves on Temple University's Facilities Management Advisory Board, Assisted in their B.Sci. in Facilities Management

Part Time faculty are all current in their licensures and are active in the profession locally.

IV. Learning Outcomes and Assessment

A. Assessment of Student Learning Outcomes

Data started being collected for all Program courses in the Fall 2011 semester. Data will be collected following the schedules in Appendices A and B. Collected data will be analyzed in the semester immediately following their collection. Recommendations for improvements / changes in all Program courses, based on these analyses, will be collected in a report to be completed by the end of Fall 2013.

Course instructors will coordinate data collection in their classes. They will use the instruments that the Department developed in Fall 2011 (appended to this Plan). In courses whose results are criticized by Juries, course instructors will collect completed instruments from jurors, collate the data, and send the results to the Department Chair. In all other courses, course instructors will assess the course using the relevant instrument and send the form to the Department Chair.

Program Level Assessment
In these curricula, digital and published student Portfolios produced in ADC 260 will serve as a comprehensive record of student achievement (please see the Course Assessment Instrument for that course for details).

Assessment Results
A sample report is included in Appendix C, which shows students performing well in all student learning outcomes associated with the course. The plans, which are typical of those in the department, involved multiple measures from multiple sources. The program is on track with its assessment schedule. Using data for program improvement will be the next necessary step.

B. Student Profile[1]

The Architecture program has experienced slow but steady growth over the past 5 years. It enrolls a greater percentage of men (65% vs 35%), white (32% vs 25%) and Latino (15% vs 5%) students, and students under 30 (80% vs 69%) than that College as a whole. The program also enrolls proportionally more full time students than the College (53% vs 34%).

Interior Design has had a small but stable population over the same time period. Like Architecture it enrolls a greater proportion of Full Time Students (50% vs 31%). It also enrolls fewer African Americans (25% vs 55%) more Female Students (74% vs 64%) than the College. Although the proportion of African Americans is lower than the college as a whole, this number is higher than the national average for programs in Architecture.

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[1] Data in most of the tables below is combined from the old program names (Architecture and Interior Design Program with either Architecture or Interior Design as an option) and the new (Architecture Program or Interior Design Program). In some cases that was not possible, so both data sets are presented in order to capture the full picture of the Programs' students.

Table 1. Headcounts

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Architecture	Headcount	43	47	46	49	46	58	44	66	60
	FTE Headcount	33	35	37	40	37	50	34	54	47
Interior Design	Headcount	17	12	11	12	11	14	16	19	18
	FTE Headcount	12	9	7	6	9	12	13	15	15
Liberal Studies 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
Architecture	Female	32.6% 14	29.8% 14	28.3% 13	32.7% 16	39.1% 18	43.1% 25	40.9% 18	42.4% 28	35.0% 21
	Male	67.4% 29	68.1% 32	69.6% 32	65.3% 32	58.7% 27	55.2% 32	59.1% 26	57.6% 38	65.0% 39
	Unknown	0.0% 0	2.1% 1	2.2% 1	2.0% 1	2.2% 1	1.7% 1	0.0% 0	0.0% 0	0.0% 0
Interior Design	Female	52.9% 9	58.3% 7	81.8% 9	83.3% 10	63.6% 7	64.3% 9	81.3% 13	73.7% 14	77.8% 14
	Male	47.1% 8	41.7% 5	18.2% 2	16.7% 2	27.3% 3	28.6% 4	12.5% 2	21.1% 4	22.2% 4
	Unknown	0.0% 0	0.0% 0	0.0% 0	0.0% 0	9.1% 1	7.1% 1	6.3% 1	5.3% 1	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
Architecture	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	23.3% 10	21.3% 10	19.6% 9	10.2% 5	8.7% 4	15.5% 9	9.1% 4	9.1% 6	8.3% 5
	African American	16.3% 7	12.8% 6	17.4% 8	22.4% 11	26.1% 12	24.1% 14	36.4% 16	33.3% 22	30.0% 18
	Hispanic	11.6% 5	14.9% 7	15.2% 7	12.2% 6	6.5% 3	8.6% 5	9.1% 4	13.6% 9	15.0% 9
	White Non-Hispanic	37.2% 16	38.3% 18	37.0% 17	38.8% 19	37.0% 17	37.9% 22	38.6% 17	28.8% 19	31.7% 19
	Other	4.7% 2	4.3% 2	6.5% 3	6.1% 3	8.7% 4	6.9% 4	4.5% 2	7.6% 5	8.3% 5
	Unknown	7.0% 3	8.5% 4	4.3% 2	10.2% 5	13.0% 6	6.9% 4	2.3% 1	7.6% 5	6.7% 4
Interior Design	Native American	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	5.3% 1	5.6% 1
	Asian	29.4% 5	33.3% 4	18.2% 2	16.7% 2	27.3% 3	21.4% 3	6.3% 1	15.8% 3	5.6% 1
	African American	23.5% 4	25.0% 3	54.5% 6	41.7% 5	9.1% 1	14.3% 2	18.8% 3	15.8% 3	22.2% 4
	Hispanic	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	14.3% 2	12.5% 2	10.5% 2	5.6% 1
	White Non-Hispanic	23.5% 4	16.7% 2	0.0% 0	8.3% 1	9.1% 1	14.3% 2	25.0% 4	31.6% 6	33.3% 6
	Other	11.8% 2	8.3% 1	18.2% 2	16.7% 2	36.4% 4	21.4% 3	25.0% 4	15.8% 3	16.7% 3
	Unknown	11.8% 2	16.7% 2	9.1% 1	16.7% 2	18.2% 2	14.3% 2	12.5% 2	5.3% 1	11.1% 2
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
Architecture	16 - 21	46.5% 20	42.6% 20	39.1% 18	28.6% 14	41.3% 19	24.1% 14	31.8% 14	18.2% 12	31.7% 19
	22 - 29	30.2% 13	42.6% 20	43.5% 20	51.0% 25	43.5% 20	63.8% 37	45.5% 20	54.5% 36	48.3% 29
	30 - 39	16.3% 7	6.4% 3	8.7% 4	12.2% 6	8.7% 4	5.2% 3	11.4% 5	18.2% 12	11.7% 7
	40 +	2.3% 1	2.1% 1	4.3% 2	4.1% 2	4.3% 2	5.2% 3	6.8% 3	9.1% 6	8.3% 5
	Unknown	4.7% 2	6.4% 3	4.3% 2	4.1% 2	2.2% 1	1.7% 1	4.5% 2	0.0% 0	0.0% 0
Interior Design	16 - 21	29.4% 5	8.3% 1	9.1% 1	16.7% 2	27.3% 3	28.6% 4	31.3% 5	21.1% 4	33.3% 6
	22 - 29	47.1% 8	75.0% 9	54.5% 6	50.0% 6	63.6% 7	57.1% 8	43.8% 7	57.9% 11	44.4% 8
	30 - 39	17.6% 3	8.3% 1	36.4% 4	33.3% 4	9.1% 1	7.1% 1	18.8% 3	15.8% 3	16.7% 3
	40 +	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	7.1% 1	6.3% 1	5.3% 1	5.6% 1
	Unknown	5.9% 1	8.3% 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
Architecture	Full Time	44.2% 19	40.4% 19	58.7% 27	57.1% 28	56.5% 26	60.3% 35	43.2% 19	53.0% 35	53.3% 32
	Part Time	55.8% 24	59.6% 28	41.3% 19	42.9% 21	43.5% 20	39.7% 23	56.8% 25	47.0% 31	46.7% 28
Interior Design	Full Time	29.4% 5	33.3% 4	18.2% 2	16.7% 2	45.5% 5	71.4% 10	43.8% 7	42.1% 8	50.0% 9
	Part Time	70.6% 12	66.7% 8	81.8% 9	83.3% 10	54.5% 6	28.6% 4	56.3% 9	57.9% 11	50.0% 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%

C. Student Outcomes

Courses in Architecture (76%) and Interior Design (75%) fill at a lower rate than those of the College (83%) or the Division (81%). The numbers have been increasing, however (each are up 6% from Fall 2007). However, the ADC department requires an almost identical set of core courses across its various curricula. In this case, a growing interest in the courses indicates more of this cross pollination than a desire for the majors in question—a question that can't be adequately answered by looking at course taking patterns in Table 6.

Student performance is generally on par with the rest of the College; Fall to Spring and Fall to Fall persistence and Course Completion rates come close to the College's even though the numbers for Interior Design are small. A much higher percentage of students in Architecture, however, are leaving with Short Term Success (57%) than the Division (15%) or the College (18%). Architecture has a much higher total transfer rate (57% vs 37%) than the College.

Tables 8 and 9 refer to persistence rates for the program. Although persistence is traditionally defined using a cohort model (all students entering for the first time in a given fall are tracked over time), historically, CCP has used a slightly different definition. All students enrolled in the program in the given semester are tracked, regardless of starting semester or number of credits. This explains the inclusion of "graduated" as an option for a student's status the following semester.

The number of degrees awarded is quite small for both programs.

Table 6. Course Enrollments

		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Architecture*	# Courses	19	18	22	21	24	26	33	30	24	24
	Avg Enrlmt	19.1	21.9	21.9	21.2	20.9	22.2	18.9	19.3	19.8	22.0
	% Filled	70%	78%	79%	76%	76%	81%	70%	71%	72%	76%
Interior Design**	# Courses	18	18	21	21	22	27	31	29	22	25
	Avg Enrlmt	18.9	21.9	22.2	21.2	21.4	22.1	19.1	19.1	20.0	21.7
	% Filled	69%	78%	79%	76%	79%	81%	70%	70%	72%	75%
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	22.0	21.9	22.1	21.8	21.6
	% Filled	83%	83%	83%	83%	87%	86%	85%	85%	84%	83%

*ADC 101, 103, 109, 112, 159, 160, 209, 212, 221, 222, 253, 259, 260
**ADC 101, 103, 109, 112, 159, 160, 192, 209, 212, 221, 222, 259, 260

Table 7. Degrees Awarded

	2008	2009	2010	2011
Architecture	4	9	10	1
Interior Design	3	1	3	5
Liberal Studies	1080	1158	957	1184
College	1984	2126	1908	2277

Table 8. Fall to Spring Persistence[2]

		Fall 2007	Fall 2008	Fall 2009	Fall 2010
Architecture	Returned Same Program	53.5% 23	73.9% 34	73.9% 34	68.2% 30
	Returned Different Program	14.0% 6	2.2% 1	0.0% 0	4.5% 2
	Graduated Fall	4.7% 2	2.2% 1	2.2% 1	2.3% 1
	Did not Return Spring	27.9% 12	21.7% 10	23.9% 11	25.0% 11
Interior Design	Returned Same Program	70.6% 12	81.8% 9	90.9% 10	75.0% 12
	Returned Different Program	11.8% 2	9.1% 1	0.0% 0	6.3% 1
	Graduated Fall	5.9% 1	9.1% 1	0.0% 0	6.3% 1
	Did not Return Spring	11.8% 2	0.0% 0	9.1% 1	12.5% 2
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%

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[2] See text above for definition of Fall to Fall Persistence.

Table 9. Fall to Fall Persistence[3]

		Fall 2007	Fall 2008	Fall 2009	Fall 2010
Architecture	Returned Same Program	23.26% 10	34.8% 16	34.8% 16	38.7% 17
	Returned Different Program	14.0% 6	6.5% 3	4.4% 2	2.3% 1
	Graduated	11.6% 5	17.4% 8	13.0% 6	2.3% 1
	Did not Return Fall	51.2% 22	41.3% 19	47.8% 22	56.8% 25
Interior Design	Returned Same Program	35.3% 6	36.4% 4	45.5% 5	56.2% 9
	Returned Different Program	23.5% 4	0.0% 0	0.0% 0	6.3% 1
	Graduated	11.8% 2	9.1% 1	18.2% 2	25.0% 4
	Did not Return Fall	29.4% 5	54.6% 6	36.4% 4	12.5% 2
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%

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[3] See text above for definition of Fall to Spring Persistence.

Table 10. Course Completion and GPA

			Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Architecture	Old	Completion	92.5%	83.1%	93.6%	87.6%	97.8%	86.4%	91.7%	97.6%	82.1%
		GPA	2.61	2.57	2.88	2.77	3.02	2.69	2.85	3.34	2.97
	New	Completion	--	--	100.0%	100.0%	100.0%	97.1%	98.2%	100.0%	87.5%
		GPA	--	--	3.28	2.99	2.94	2.77	2.66	3.29	2.56
Interior Design	Old	Completion	93.3%	100.0%	100.0%	100.0%	100.0%	100.0%	66.7%	80.0%	100.0%
		GPA	2.99	3.05	2.88	2.71	2.93	3.28	2.00	2.11	3.56
	New	Completion	--	--	100.0%	100.0%	100.0%	97.1%	98.2%	100.0%	87.5%
		GPA	--	--	3.5	3.08	2.75	2.94	2.81	3.27	3.12
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
Architecture	Good Standing	86.1%	91.5%	93.5%	95.9%	95.6%	87.9%	84.1%	94.0%	88.3%
	Dropped	7.0%	4.3%	0.0%	2.1%	0.0%	1.7%	0.0%	0.0%	1.7%
	Probation	6.9%	4.2%	6.5%	2.1%	4.4%	10.4%	15.9%	6.0%	10.0%
Interior Design	Good Standing	94.1%	100.0%	90.9%	91.7%	100.0%	100.0%	100.0%	100.0%	83.3%
	Dropped	0.0%	0.0%	0.0%	8.3%	0.0%	0.0%	0.0%	0.0%	0.0%
	Probation	5.9%	0.0%	9.1%	0.0%	0.0%	0.0%	0.0%	0.0%	16.7%
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
Architecture	Graduated	Old	11.1%	20.0%	11.1%	100.0%	--
		New	--	--	--	11.1%	25.0%
	Long Term Success	Old	55.6%	53.3%	77.8%	--	28.6%
		New	--	100.0%	--	66.7%	75.0%
	Short Term Success	Old	--	6.7%	11.1%	--	57.1%
		New	--	--	--	22.2%	--
	Unsuccessful	Old	33.3%	20.0%	--	--	14.3%
		New	--	--	--	--	--
Interior Design	Graduated	Old	33.3%	33.3%	--	--	--
		New	--	--	100.0%	--	--
	Long Term Success	Old	33.3%	66.7%	--	100.0%	100.0%
		New	--	--	--	50.0%	--
	Short Term Success	Old	33.3%	--	--	--	--
		New	--	--	--	50.0%	--
	Unsuccessful	Old	--	--	--	--	--
		New	--	--	--	--	--
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

	Architecture		Interior Design		Liberal Studies		College	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Graduated	9	69.2%	2	50.0%	883	62.9%	1,383	62.2%
Earned 45 or more credits	13	72.2%	1	33.3%	560	55.2%	768	55.7%
Earned 24 to 44 credits	7	43.8%	--	0.0%	804	43.8%	1,025	44.2%
Earned 12 to 23 credits	3	75.0%	--	0.0%	583	36.9%	791	38.7%
Earned less than 12 credits	3	30.0%	2	33.3%	2,333	26.6%	3,353	28.9%
Grand Total	**35**	**57.4%**	**5**	**31.3%**	**5,163**	**35.4%**	**7,320**	**37.4%**

For students entering Fall 2005 through Spring 2008

D. Student Surveys

Surveys were distributed to Architecture and Interior Design majors during Spring 2011. Forty six students responded; and a summary is provided in Table 14, below. A vast majority of students were interested in eventual transfer (85%) and of transfer possibilities; Temple was the most preferred by students (80%). In fact, the College's transfer opportunities were a reason given by 59% of students for attending CCP. Given this heavy interest in transfer, it is perhaps not surprising that only about half (56%) of students surveyed were sure of their intent to graduate from CCP. Students also are generally satisfied with their experiences at CCP, with over 60% of students reporting high levels of satisfaction with class offerings, support from faculty, and facilities.

Each year the office of Institutional Research conducts a graduation survey; in the past 5 years, 6 students from the Architecture and Interior Design (A&ID) programs have completed the survey. Because the numbers are small, there are few significant differences between responses from these students and those of the Division or College (Table 15)—and the bar for significance was set low at $p < 0.1$.

A&ID students were lower than their peers in a number of areas related to their development while at CCP. The trend among these are some of the, perhaps, 'softer' skills related to higher education: relating to others, appreciating diversity, contributing to society, and improving leadership skills. Understanding how these skills are infused in the disciplines and reinforced would be a worthwhile pursuit for these are the skills that individuals need as they progress in any field.

Table 14: Current Student Survey Summary

Architecture and Interior Design Questionnaire	(n=46) Count	Percent
1 When did you enter the Architecture Program or Interior Design Program at CCP?		
Before Fall 2008	2	4.35%
Fl 08 - SP 09	6	13.04%
FL 09 - SP 10	17	36.96%
FL 10 - SP 11	21	45.65%
2 Are you enrolled		
Full Time	25	54.35%
Part Time	10	21.74%
3 In which Program are you enrolled?		
Architecture	31	67.39%
Interior Design	15	32.61%
4 Which of the following reasons were important to you when you initially enrolled in the Architecture and Interior Design Program at CCP? (Check all that apply)		
To earn an Associate's Degree	22	47.83%
To prepare for transfer to a university offering the bachelor degree	39	84.78%
To learn skills needed to enter the job market immediately after CCP	12	26.09%
To improve my skills for the job that I now have	3	6.52%
To take courses that interested me	13	28.26%
5 Did you attend another college before attending CCP?		
Yes	15	32.61%
No	29	63.04%
6 What reasons were the most important to you for choosing CCP's Architecture Program or Interior Design Program? (Check all that apply)		
A chance to decide about a commitment to architecture or design as a career	19	41.30%
Location	15	32.61%
Financial considerations	29	63.04%
Program reputation	7	36.84%
Transfer opportunities to bachelor degree institutions	27	58.70%
Availability of part-time options	5	17.24%
7 What was your English placement level when you entered CCP?		
Developmental (e.g. ENGL 098)	25	54.35%
ENGL 101 ready	14	30.43%
Transferred ENGL	7	15.22%
8 What was your Mathematics placement level when you entered CCP?		
Developmental (e.g. MATH 017)	11	23.91%
MATH 118 ready (or higher)	22	47.83%
Transferred MATH	12	26.09%
9 How many credits have you accumulated at CCP?		
<12	5	10.87%
13 - 24	9	19.57%
24 - 36	14	30.43%
37 - 44	5	10.87%
> 45	12	26.09%
10 Do you intend to complete the Architecture Program or Interior Design Program at CCP?		
Yes	26	56.52%
No	3	6.52%
Maybe	14	30.43%

11	*If so, how long do you think it will take you to earn the Associate of Arts Degree?*		
	2 years	26	56.52%
	3 years	12	26.09%
	4 years	0	0.00%
	5 years or more	1	2.17%
12	*What are your long term professional goals?*		
	To become a licensed design professional	26	56.52%
	To transfer and graduate with a Bachelor's Degree. I intend to study:		
	Full Time	27	58.70%
	Part Time	1	2.17%
	I hope to transfer to:		
	Temple University (ARCH)	37	80.43%
	Drexel University (ARCH - evening)	13	28.26%
	Philadelphia University (ARCH)	9	24.32%
	Moore College of Art and Design (ID)	2	4.35%
	Drexel University (ID - day)	2	4.35%
	Philadelphia University (ID)	3	6.52%
	Outside Philadelphia (ARCH or ID)	2	4.35%
	Not Sure	7	15.22%
	To secure full time employment in the field	10	21.74%
	To attend graduate school	5	10.87%
	Other (Please explain):	6	13.04%
13	*What is your level of satisfaction with the range and availability of the Architecture, Design and Construction (ADC) Department's curriculum offerings?*		
	Very Satisfied	21	45.65%
	Somewhat Satisfied	11	23.91%
	Satisfied	13	28.26%
	Not Satisfied	0	0.00%
14	*What is your level of satisfaction with the facilities and equipment available in class and to complete assignments?*		
	Very Satisfied	16	34.78%
	Somewhat Satisfied	15	32.61%
	Satisfied	12	26.09%
	Not Satisfied	1	2.17%
15	*What is your level of satisfaction with the support you receive from the faculty?*		
	Very Satisfied	24	52.17%
	Somewhat Satisfied	8	17.39%
	Satisfied	12	26.09%
	Not Satisfied	3	6.52%
16	*How important to you are extra/co-curricular activities (field trips to New York & Washington, celebrations, guest speakers, exhibition of your work) in enriching your learning?*		
	Very Important	19	41.30%
	Somewhat Important	7	15.22%
	Important	13	28.26%
	Not Important	1	2.17%
17	*How important is it you to develop CAD skills that may help you achieve part-time employment while pursuing the Associate's or Bachelor's degree?*		
	Very Important	32	69.57%
	Somewhat Important	6	13.04%
	Important	5	10.87%
	Not Important	5	10.87%

Table 15: Program Graduates Survey Summary

Please indicate the level of progress you made at CCP in the following areas of knowledge, skills, and personal development	Program		Division		College	
	Mean	N	Mean	Sig.	Mean	Sig.
Enhanced Ability to Express Myself Artistically	1.83	6	2.25		2.18	
Developed Meaningful Career Goals	1.67	6	2.48	*	2.51	*
Developed into a more Informed Citizen	1.67	6	2.58	*	2.51	*
Improved Preparation for Active Participation in Community Activities	1.67	6	2.23		2.20	
Using Computing and Internet Technology	2.17	6	2.44		2.44	
Enhanced Self-Confidence	2.17	6	2.50		2.47	
Enhanced Understanding of My Own and Different Cultures	1.67	6	2.50	*	2.45	*
Improved Self-Discipline	2.00	6	2.52	*	2.51	*
Acquiring a Broad General Education	2.17	6	2.61		2.55	
Developed Interpersonal Skills and the Ability to Relate to Others	2.00	6	2.56	*	2.51	*
Improved Leadership Abilities	1.50	6	2.43	*	2.38	*
Solving Numerical Problems	2.33	6	2.16		2.31	
Working Effectively with Others	2.00	6	2.55	*	2.49	
Preparation for Continued Personal and Intellectual Growth after College	1.67	6	2.63	*	2.58	*
Understanding People of Other Racial and Ethnic Heritage	1.50	6	2.53	*	2.48	*
Improved Self-Reliance	2.33	6	2.53		2.50	
Speaking Clearly and Effectively	2.33	6	2.53		2.46	
Thinking Critically and Analytically	2.17	6	2.58		2.57	
Contributing to the Welfare of my Community	1.50	6	2.22	*	2.18	*
Writing Clearly and Effectively	2.17	6	2.59		2.55	

* p < .1, ** p < .05, *** p < .01

E. Quality / Viability Indicators
One combined QVI was completed for both programs. It indicates the same overall data presented in the audit.

V. Resources/Facilities
The Department of Architecture, Design and Construction has been located in the fourth floor of the West Building since it was constructed in 1980. In that location, they have a drafting studio, and a computer graphics lab, four faculty offices, and several storage areas.

These capabilities will be preserved and enhanced in the upcoming move from ADC's current location to the new suite of spaces being planned for W2-1 and environs, slated for Summer 2013:
- A Design Studio for studio courses, augmented with computer access for research and visual presentations.
- A computer lab in which computer graphics courses are held.
- A computer lab in which other content courses are held.

In addition, the renovation will include a presentation work space area for students to work in when class is not in session, and for final presentations. This design allows for student and faculty

interaction after and before class and simulates the types of work environments students will see in design and architectural firms.

The new space will also include an updated Materials Library for architectural and interior design materials samples as well as Offices for the Department Head and Instructional Aide, storage areas for student work, consumable materials and technological equipment.

Department students benefit from a range of industry standard software including AutoDesk products (AutoCAD, REVIT), Adobe products (InDesign, Photoshop, Illustrator), SketchUP and WinEST. This software is also used by students in the Construction Management, Facilities Management and Building Science programs and is supported through Perkins Local Plan funding for career programs.

VI. Demand and Documented Need for the Program/Program Benefits

A. Career Options

The projected job growth for Architects and Interior Designers is higher than all jobs in the US over the 10 years between 2010 and 2020 (Table 16). Those jobs in adjacent industries such as drafters are slightly lower than the average. Worth noting is that the two more direct career paths for these majors require at least a Bachelor's degree, and in the case of Architecture, significant education/certification after that.

Table 16: US Job Growth in Selected Fields

Occupation	Growth: 2010-20
Architects	24%
Interior Designers	19%
Architectural and Engineering Managers	9%
Art Directors	9%
Architectural Drafters	6%
All Occupations	14%

B. Other Regional Programs

Seven schools in the area (Temple, Moore, The Art Institute, Drexel, U Penn, Philadelphia U, and Arcadia) have related bachelor's level degrees (architecture, interior design, interior architecture). Of these, Temple is by far the most popular among CCP students for transfer.

An old transfer articulation (program to program) agreement existed between the Architecture Program and Temple University. A replacement has been proposed, but is currently stalled (at Temple's end). The program also has agreements (course equivalency) with Philadelphia University and Drexel University.

The Interior Design Program has a program to program agreement with Moore College.

Only two other schools have A&ID programs at the associate's level (Harcum College and Art Institute of Philadelphia). Among these, CCP is the only one that is public,

providing the Philadelphia region a cost effective transfer option for students interested in these fields.

C. Program Benefits to the Institution

There are several points of correspondence between Department activities during the Audit period and the general College Academic Master Plan:

- *Support Efforts to Optimize Student Retention and Success*
  As the relevant item on the student satisfaction survey shows, students highly value the high impact co-curricular activities and practices which have long typified department activities. These include: The Annual Show of Student Work, Fall and Spring bus trips to New York City and Washington, DC, new student orientation, alumni and transfer panels.

VIII. Operating Costs and Efficiency

The A&ID programs are more costly than many of the programs at CCP. The technology and equipment necessary for students' certainly adds to this cost. The program was the eleventh most costly at the college in 2011, and was the 4th most expensive program in the Division. The median cost/FTE in 2010-11 was $3243, meaning the in that year A/ID programs were $1552 higher than the median.

Table 17: Direct Costs and Cost per FTE

Architecture/Interior Design		
	Direct Cost	$ 225,720
2007-2008	# FTEs	48.0
	Cost/FTE	$ 4,698
	Direct Cost	$ 117,274
2008-2009	# FTEs	24.4
	Cost/FTE	$ 4,806
	Direct Cost	$ 107,975
2009-2010	# FTEs	22.5
	Cost/FTE	$ 4,799
	Direct Cost	$ 131,723
2010-2011	# FTEs	27.3
	Cost/FTE	$ 4,825

VIII. Findings and Recommendations

1. The programs should develop a plan to follow up with graduates to further explore the outcomes noted in Table 15.

> There are few students counted in the study; but if it is true that graduates may be lacking in the more personal skills, this should be explored further and addressed if true. Following up with program graduates in both programs (examining transfer success, job placement and salary) and with employers about graduate's skills would also ensure that the current program is meeting students' future needs.

> Who: Department Head, Director for Academic Assessment and Evaluation
> Timeline: Data to be collected and analyzed by end of Spring 2014.

2. The programs should also assess the needs of students who wish to transfer.

> Many do not complete the program (all students departed in 2011 left without graduating). For that reason it is important to understand:
> - How are those students performing after transfer (at various credit levels)
> - Why are students departing before graduation?
> - What courses are students completing before departure? What courses are not taken?

> Who: Department Head, Director for Academic Assessment and Evaluation
> Timeline: Data to be collected and analyzed by end of Spring 2014.

3. The Dean of Liberal Studies and the Department Head should convene a meeting to discuss the current structure of these programs (and others in the ADC department) is truly viable.

> Several issues need to be addressed, including:
> - High program expenses coupled with low program graduation rates and small size (Interior Design).
> - Programs are treated sometimes like two programs, sometimes like one—this needs to be clarified.
> - Number of students departing from the program before graduation—is a degree program necessary?
> - The current structure is a cluster of small programs that share the vast majority of their classes. Is this approach best for students for efficiency?

> Who: Department Head, Dean of Liberal Studies, Program Faculty
> Timeline: Report due by end of Spring 2014.

4. The program needs to present a plan to for recruitment and retention of students within both programs (with some particular attention paid to women in the Architecture program).

> An earlier audit noted the architecture program's need to recruit and retain more women in the program (at the time they represented 25% of the students). The number of women in the program is still around 30%, higher than previously far below the College's average and below the national average for Architecture Programs (41%).[4]

> While the numbers for retention are similar to the College's, these would need to increase if the College is to meet its long term goals for higher graduation rates. One option to explore might be encouraging reverse transfer options of students who transfer before graduating.

> Who: Department Head, Dean of Liberal Studies or Designee
> Timeline: Program designed and implemented by beginning of Fall 2013.

5. The program should pursue additional program to program (rather than course equivalency) articulation agreements.

> Program articulation agreements encourage students to complete a program here to transfer rather than pursue just the minimal courses necessary to transfer. We know that students who complete a degree here are more likely to be successful at their transfer institutions. Programmatic encouragements for program completion are, therefore, a key element in students' future success.

> Who: Department Head, Dean
> Timeline: Starting Fall 2013.

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[4] http://www.naab.org/accreditation/statistics.aspx 2011 Report, page 16.

Appendix A: Architecture Assessment Plan

Course Within Program	Program Student Learning Outcome Addressed	Program Student Learning Outcome Level	Semester for Planned Course Evaluation			
			FL 2011	SP 2012	FL 2012	SP 2013
1. **ADC 101** **Introduction to Design and Construction**	*1. Design Process*	*Introduced*	X			
	2. Drawings & Models	*Introduced*				
	3. Building Materials	*Introduced*				
	4. Communication	*Introduced*				
2. **ADC 103** **Basic CAD**	*1. Design Process*		X			
	2. Drawings & Models	*Introduced*				
	3. Building Materials					
	4. Communication	*Introduced & Assessed*				
3. **ADC 109** **Design Studio I**	*1. Design Process*	*Introduced & Assessed*	X			
	2. Drawings & Models	*Introduced & Assessed*				
	3. Building Materials	*Introduced & Assessed*				
	4. Communication	*Introduced & Assessed*				
4. **ADC 112** **Construction Materials & Detailing I**	*1. Design Process*		X			
	2. Drawings & Models	*Reinforced & Assessed*				
	3. Building Materials	*Introduced*				
	4. Communication	*Reinforced & Assessed*				
5. **ADC 159** **Design Studio II**	*1. Design Process*	*Reinforced & Assessed*	X			
	2. Drawings & Models	*Reinforced & Assessed*				
	3. Building Materials					
	4. Communication	*Reinforced & Assessed*				
6. **ADC 160** **Architectural Presentation**	*1. Design Process*		X			
	2. Drawings & Models	*Reinforced & Assessed*				
	3. Building Materials					
	4. Communication	*Reinforced & Assessed*				
7. **ADC 209** **Design Studio III**	*1. Design Process*	*Reinforced & Assessed*	X			
	2. Drawings & Models	*Reinforced & Assessed*				
	3. Building Materials	*Reinforced*				
	4. Communication	*Reinforced & Assessed*				
8. **ADC 212** **Construction Materials & Detailing II**	*1. Design Process*		X			
	2. Drawings & Models					
	3. Building Materials	*Mastery & Assessed*				
	4. Communication	*Reinforced*				
9. **ADC 221** **History of Architecture and Interior Design I**	*1. Design Process*	*Introduced*	X			
	2. Drawings & Models					
	3. Building Materials	*Reinforced*				
	4. Communication	*Reinforced*				

#	Course	Criteria	Status					
10.	ADC 222 History of Architecture and Interior Design II	1. *Design Process*	*Reinforced & Assessed*		X			
		2. *Drawings & Models*	*Reinforced*					
		3. *Building Materials*	*Reinforced*					
		4. *Communication*	*Mastery & Assessed*					
11.	ADC 253 Environmental Systems I	1. *Design Process*					X	
		2. *Drawings & Models*	*Mastery & Assessed*					
		3. *Building Materials*	*Reinforced*					
		4. *Communication*						
12.	ADC 259 Design Studio IV	1. *Design Process*	*Mastery & Assessed*		X			
		2. *Drawings & Models*	*Mastery & Assessed*					
		3. *Building Materials*	*Reinforced*					
		4. *Communication*						
13.	ADC 260 Advanced Presentation Techniques	1. *Design Process*		X				
		2. *Drawings & Models*						
		3. *Building Materials*	*Reinforced*					
		4. *Communication*	*Mastery & Assessed*					
14.	ART 105 Drawing I *	1. *Design Process*			X			
		2. *Drawings & Models*	*Introduced*					
		3. *Building Materials*						
		4. *Communication*	*Introduced*					

* Assessed by the Art Department

Appendix B: Interior Design Program Assessment Plan

Course Within Program	Program Student Learning Outcome Addressed	Program Student Learning Outcome Level	Semester for Planned Course Evaluation			
			FL 2011	SP 2012	FL 2012	SP 2013
ADC 101 Introduction to Design and Construction	1. *Planning Process*	*Introduced*	X			
	2. *Drawings & Models*	*Introduced*				
	3. *Finish Materials*	*Introduced*				
	4. *Communication*	*Introduced*				
2. ADC 103 Basic CAD	1. *Planning Process*		X			
	2. *Drawings & Models*	*Introduced*				
	3. *Finish Materials*					
	4. *Communication*	*Introduced & Assessed*				
3. ADC 109 Design Studio I	1. *Planning Process*	*Introduced & Assessed*	X			
	2. *Drawings & Models*	*Introduced & Assessed*				
	3. *Finish Materials*					
	4. *Communication*	*Introduced & Assessed*				
4. ADC 112 Construction Materials & Detailing I	1. *Planning Process*		X			
	2. *Drawings & Models*	*Reinforced & Assessed*				
	3. *Finish Materials*	*Introduced*				
	4. *Communication*	*Reinforced & Assessed*				
5. ADC 159 Design Studio II	1. *Planning Process*	*Reinforced & Assessed*	X			
	2. *Drawings & Models*	*Reinforced & Assessed*				
	3. *Finish Materials*					
	4. *Communication*	*Reinforced & Assessed*				
6. ADC 160 Architectural Presentation	1. *Planning Process*		X			
	2. *Drawings & Models*	*Reinforced & Assessed*				
	3. *Finish Materials*					
	4. *Communication*	*Reinforced & Assessed*				
7. ADC 192 Color & Lighting	1. *Planning Process*	*Reinforced*		X		
	2. *Drawings & Models*	*Reinforced*				
	3. *Finish Materials*	*Reinforced*				
	4. *Communication*	*Reinforced*				
8. ADC 209 Design Studio III	1. *Planning Process*	*Reinforced & Assessed*	X			
	2. *Drawings & Models*	*Reinforced & Assessed*				
	3. *Finish Materials*	*Reinforced*				
	4. *Communication*	*Reinforced & Assessed*				
9. ADC 221 History of Architecture and Interior Design I	1. *Planning Process*	*Introduced*	X			
	2. *Drawings & Models*					
	3. *Finish Materials*	*Reinforced*				
	4. *Communication*	*Reinforced*				

#	Course	Outcome	Level				
10.	ADC 222 History of Architecture and Interior Design II	1. Planning Process	Reinforced & Assessed		X		
		2. Drawings & Models	Reinforced				
		3. Finish Materials	Reinforced				
		4. Communication	Mastery & Assessed				
11.	ADC 259 Design Studio IV	1. Planning Process	Mastery & Assessed		X		
		2. Drawings & Models	Mastery & Assessed				
		3. Finish Materials	Reinforced				
		4. Communication					
12.	ADC 260 Advanced Presentation Techniques	1. Planning Process		X			
		2. Drawings & Models					
		3. Finish Materials	Reinforced				
		4. Communication	Mastery & Assessed				
13.	ART 105 Drawing I *	1. Planning Process			X		
		2. Drawings & Models	Introduced				
		3. Finish Materials					
		4. Communication	Introduced				
14.	ART 106 Drawing II *	1. Planning Process			X		
		2. Drawings & Models	Introduced				
		3. Finish Materials					
		4. Communication	Introduced				

* Assessed by the Art Department

Appendix C: ASSESSMENT PLAN – IMPLEMENTATION RECORD ADC 209 – Design Studio III

Course Description: Studio course devoted to the design of housing. Issues related to building context, urbanism and site and appropriate use of materials will be realized through a specific building/interiors program. Values of non-Western cultures relating to habitat will be incorporated into design work. Development of alternatives culminates in selection and detailed realization of a specific design and ends with a juried presentation.

	Course Outcome	Observable Data Point	Degree of Achievement (% of students performing at level)				
			Poor 0-20%	Fair 21-40%	Average 41-60%	Good 61-80%	Excellent 81-100%
1.	Develop designs that manifest rudimentary awareness of human factors (ergonomics, cultural traditions, class and gender) in architectural and interior design, and products and processes associated with adaptive reuse of existing structures. Conclusion: 83% of students achieve this outcome at either an "excellent" or "good" level	*Juried Review* ■ Appropriately integrates design products (function, size, etc.) ■ Design manifests concern for human form and scale ■ Work references important cultural elements ■ Design makes good use of existing architectural elements (if applicable)		1/38 3%	6/38 16%	16/38 41%	15/38 39%
		Instructor Observation ■ Appropriately integrates design products (function, size, etc.)		1/14 7%	1/14 7%	4/14 29%	8/14 57%
2.	Produce work using an organized, incremental sequence of inquiry. Conclusion: 72% of students achieve this outcome at either an "excellent" or "good" level	*Instructor Observation* ■ Work continually evolves and improves ■ Adapts to evolving project needs		1/14 7%	3/14 21%	4/14 29%	6/14 43%

#	Outcome	Measure					
3.	**Develop and present comprehensive solutions to architectural and design problems.** Conclusion: **76% of students achieve this outcome at either an "excellent" or "good" level**	*Juried Review* ▪ Makes a compelling verbal case for the design using professional vocabulary ▪ Work meets most important design criteria / program elements ▪ Uses architectural conventions correctly			9/39 **23%**	15/39 **38%**	15/39 **38%**
		Instructor Observation ▪ Work meets most important design criteria / program elements ▪ Presentation meets professional standards (well organized, evocative, legible, compelling) ▪ Uses architectural conventions correctly		1/14 **7%**	2/14 **14%**	4/14 **29%**	7/14 **50%**
4.	**Cultivate personal attributes necessary to success as students of architecture and interior design, such as: perseverance, personal integrity and consistency in work.** Conclusion: **78% of students achieve this outcome at either an "excellent" or "good" level**	*Instructor Observation* ▪ Usually prepared ▪ Regularly attends & participates ▪ Works through difficult, multi-dimensional design problems		1/14 **7%**	2/14 **14%**	2/14 **14%**	9/14 **64%**
5.	**Show progressively more independent self direction in accessing various sources of technical information.** Conclusion: **71% of students achieve this outcome at either an "excellent" or "good" level**	*Instructor Observation* ▪ Accesses a variety of sources for technical information ▪ Conducts thorough design research ▪ Shows evidence of impact of research on the design		1/14 **7%**	3/14 **21%**	3/14 **21%**	7/14 **50%**

6.	Accept and adapt to criticism from peers and faculty as a fundamental part of learning in the design studio. **Conclusion: 78% of students achieve this outcome at either an "excellent" or "good" level**	*Juried Review* ▪ Was attentive and responsive to Jury input		1/34 **3%**	3/34 **6%**	13/34 **38%**	17/34 **50%**
		Instructor Observation ▪ Designs develop in response to input from instructor and peers		1/14 **7%**	2/14 **14%**	3/14 **21%**	8/14 **57%**
7.	Demonstrate increasing facility in using computer tools to thoroughly and meaningfully analyze, develop and present design ideas. **Conclusion: 79% of students achieve this outcome at either an "excellent" or "good" level**	*Juried Review* ▪ Work shows mastery of computer graphics		1/34 **3%**	5/34 **15%**	12/34 **35%**	16/34 **47%**
		Instructor Observation ▪ Moves design information to and from a variety of programs in response to presentation needs	1/14 **7%**	1/14 **7%**	2/14 **14%**	2/14 **21%**	8/14 **57%**

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

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I. <u>Executive Summary</u>

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. <u>Program</u>

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. <u>Discover a stronger professional identity through personal growth experiences</u>
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. <u>Develop self within the ethical and culturally sensitive standards of helping</u>
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. <u>Distinguish the major theories that inform multidimensional practice</u>
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. <u>Demonstrate the ability to use common helping skills, critical thinking and communications</u>
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 SEQUENCE[1]

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

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[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.

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[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. <u>Profile of Faculty</u>

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 Headcount	305	325	278	319	337	361	332	368	353
Recovery and Transformation	Headcount	10	9	6	4	8	4	6	3	5
	FTE Headcount	4	4	3	3	4	2	3	2	3
Disability Studies	Headcount	1		1	1	1	1	3	1	2
	FTE Headcount	0		1	0	1	0	2	1	1
Human Services	Headcount	1	2	10	15	23	15	9	9	6
	FTE Headcount	1	1	6	9	15	11	6	6	4
Social Gerontology	Headcount	2				1	1	1	1	5
	FTE Headcount	1				1	1	1	1	3
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	Female	50.0%	54.5%	64.7%	55.0%	66.7%	66.7%	47.4%	50.0%	61.1%
		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 %	8.33%	9.09%	16.67%	27.27%	28.57%	31.25%	21.05%	33.33%
		0	1	1	2	3	4	5	4	6
	22 - 29	15.38%	75.0 %	54.55%	50.0 %	63.64%	57.14%	43.75%	57.89%	44.44%
		2	9	6	6	7	8	7	11	8
	30 - 39	30.77%	8.33%	36.36%	33.33%	9.09%	7.14%	18.75%	15.79%	16.67%
		4	1	4	4	1	1	3	3	3
	40 +	46.15%	0.0 %	0.0 %	0.0 %	0.0 %	7.14%	6.25%	5.26%	5.56%
		6	0	0	0	0	1	1	1	1
	Unknown	7.69%	8.33%	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %
		1	1	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% 2	0.0% 0	11.8% 2	20.0% 4	24.2% 8	23.8% 5	26.3% 5	14.3% 2	11.1% 2
	Part Time	85.7% 12	100.0% 11	88.2% 15	80.0% 16	75.8% 25	76.2% 16	73.7% 14	85.7% 12	88.9% 16
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

Please indicate the level of progress you made at CCP in the following areas of knowledge, skills, and personal development	Program		Division		College	
	Mean	N	Mean	Sig.	Mean	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.

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 Science[3] _____ _____
Soc Science _____ _____   NOTES:
Humanities[4] _____ _____
CIS 103 _____
Directed ELTV[5] _____ _____
Directed ELTV _____ _____
Directed ELTV _____ _____
TOTAL: 63/64 Credits

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 Electives[6]

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 Leaning 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 and 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 my 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 night 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