Academic Program Review

External Reviewers

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Phillips Community College of the University of Arkansas

Division of Arts and Sciences

Behavioral Health Technology

AAS in Behavioral Health

TC Behavior Health

April 26, 2019

_____   _____
External Reviewer's Signature   **External Reviewer's Signature**

The PCCUA Institutional Program Review can be referenced at the following link.

https://www.pccua.edu/faculty-staff/adhe-information/program-reviews

Academic Program Review

External Reviewers Report Template

Lead Reviewer
Amy Shelley
Amy Shelley, M.O.L., B.S. received her Masters in Organizational Leadership in 2016 from Evangel University. She majored in Sociology at Missouri State University and graduated with a Bachelors of Science in 2002.

Before coming to Ozarks Technical Community College, Amy worked in the social service sector for over fifteen years. Her places of employment include Family Violence Center, The Kitchen, and Consumer Credit Counseling Service, and has experience in coordinating outreach and social service programs. She is currently on the Board of Directors at Habitat for Humanity and has served on the Family Selection committee there for ten years.

Amy came to OTC in 2012 to work with students in furthering their education and reaching their career goals. Her role in the Allied Health department at OTC includes expertise in Allied Health admissions and student outreach and recruitment. Her experience in both community outreach programs and in the OTC Allied Health Department, will provide a key component to program and student success. As the Behavioral Health Support program director, she looks forward to continuing outreach within the behavioral health community and connecting students to employment areas where they are needed the most.

She is an advocate of the [Green Dot Bystander Intervention](#) initiative, the [Mosaic Diversity and Inclusion](#) initiative, is a [Safe-Zone](#) ally, and supports many other student success and academic initiatives.

Leanne Maynard, LPC
Leanne Maynard received her Bachelor of Science in Psychology degree from the University of Arkansas at Monticello and her Master of Science in Clinical Counseling from Southern Arkansas University.

Leanne is a Licensed Professional Counselor (LPC) in Arkansas and has been in the mental health field since 2002. In that time, she has worked in an in-patient geriatric psychiatric unit where she was first the Primary Therapist and then the Program Director. She has also worked in out-patient settings in community mental health with children, adolescents, and adults. Leanne worked for five years in a Therapeutic Foster Care program where she worked exclusively with children and adolescents with severe emotional and behavioral problems resulting from neglect and abuse. She is certified in Trauma Focused Cognitive Behavioral Therapy (TF-CBT), Child-Parent Psychotherapy, and recently completed training for Infant Mental Health Certification. She is currently the Clinic Coordinator for Mid-South Health Systems Helena Out-patient Clinic and the Supervisor for Delta Recovery Center.

Self Study- Behavioral Health Technology Program Review Committee: Chair, Catherine Fullilove, Instructor; Naomi Borchert, Instructor; Robin Bryant, Chair of Arts and Sciences; Kim Kirby, Vice Chancellor of Stuttgart Campus; Dr. Deborah King, Vice Chancellor for Instruction

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External Reviewers Report Template

The report prepared by the External Reviewers will be used by the Arkansas Department of Higher Education (ADHE) to verify the student demand and employer need for the program, the appropriateness of the curriculum, and the adequacy of program resources. The report should <u>not</u> include a recommendation to ADHE on program continuation or program deletion.

The External Reviewers written report must include a summary of each area examined and should provide examples that document the conclusions. The questions below should be used by the reviewers as a guide in preparing the summary for each area. Responses to the questions should not be simply "yes or no".

I.   *Review of Program Goals, Objectives and Activities*
   A.   *Are the intended educational (learning) goals for the program appropriate and assessed?*

Phillips Community College of the University of Arkansas (PCCUA) has appropriate and annually assessed program goals for both the Technical Certificate and the Associate of Applied Science in Behavioral Health Technology.

GOAL 1: Students earning an Associate of Applied Science or Technical Certificate will be prepared for entry-level positions in their chosen field.

MEASURE: 85% of the students will achieve an average score of 70 on the Practicum Field Experience, the Student Learning Plan, and the program simulation projects.

MEASURE: 85% of the employers return the Employer Satisfaction Survey will express satisfaction with Behavioral Health Technology graduates.

Goal 1: Assessment Outcomes.

2014	2015	2016	2017	2018
Internship Success Rates				
95%	100%	NA	97.5%	100%
Employer Satisfaction				
85%	100%	NA	75% (ARCO)	100%

GOAL 2: Students earning an Associate of Applied Science or Technical Certificate seeking employment in their chosen field will be employed within 6 months of graduation.

2014	2015	2016	2017	2018
Employed Within 6 Months of Graduation				
85%	66%	NA	NA	33%

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GOAL 3 : Students earning an Associate of Applied Science or Technical Certificate who return the graduate survey within 6 months of graduation will express overall satisfaction with the program.

2014	2015	2016	2017	2018
Program Satisfaction				
90%	100%	NA	87.5%	100%

B. How are the faculty and students accomplishing the program's goals and objectives?

The program's goals and objectives are being met through a broad curriculum that encompasses basic sociology, psychology, and a range of behavioral health courses and practical experiences. The program includes a practicum that requires the students to obtain "hands-on" learning within a behavioral health agency.

C.   How is the program meeting market/industry demands and/or preparing students for advanced study?

Employers hiring social and human service paraprofessionals include local, state and federal agencies, such as the Department of Human Services, Department of Corrections, residential care facilities, community mental health clinics and out-patient programs. Other employers include private and/or non-profit local programs serving specific populations such as individuals with developmental disabilities, victims of domestic violence, and individuals with drug/alcohol addiction.

D.   Is there sufficient student demand for the program?

National projections are developed by the Bureau of Labor Statistics, U.S. Department of Labor. State projections are developed in the labor market information sections of each State Employment Security Agency. According to the Bureau of Labor Statistics, U. S. Department, national projections for social and human service paraprofessionals are predicted to grow sixteen percent (16%) from 2016 to 2026. These figures indicate a much faster than average job growth increase when compared with all other occupations.

E.   Do course enrollments and program graduation/completion rates justify the required resources?

Enrollment and program graduation rates justify the PCCUA Behavioral Health Technology Technical Certificate and Associate of Applied Science Degree. The program consistently graduates students, which justifies the allocated resources. See Table after this.

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YEAR	2014	1015	2016	2017	2018	2019	Program Average
Behavioral Health 4/01/1996							
AAS Degree							
AAS Grads	12	8	5	7	8	7 Projected	7.833
Majors Enrolled	41	30	29	33	30	16	
Technical Certificate							
TC Grads	6	3	1	2	1	4 Projected	2.5
Majors Enrolled	1	1	0	1	1	1	

II.   *Review of Program Curriculum*
A.   *Is the program curriculum appropriate to meet current and future market/industry needs and/or to prepare students for advanced study?*

To fully engage students in active learning and synthesis of course material instructors employ a variety of best practices. Instructors use interactive lecturing. For example, lectures are broken into shorter segments interspersed with an activity relating to the material being covered. The Technical Certificate is a guided pathway to the Associate of Applied Science. The College is just beginning to encourage TC enrollment recognizing that those that complete a TC are more likely to complete an AAS.

One such activity is viewing a video clip. The students respond either individually or are paired up to discuss the clip, answer specific questions or make application to the material covered and then report back to the class their thoughts or conclusions using higher order thinking skills (Think, Pair, Share). Before introducing a new topic the instructor may present a question or scenario for students to consider and discuss in pairs or small groups. The students may be asked to write responses on the board as the group finishes up. The instructor can move around the classroom answering or asking questions to stimulate their discussion, thus allowing for individualized instruction.

Student led discussions are another practice instructors incorporate into a semester. Students choose (or are assigned) a topic/chapter of course material. They are responsible for class discussion and are required to create a power point slide presentation to aid in the information. They are encouraged to be creative by utilizing handouts, guest speakers from the community or other external resources that are available on the Internet. This requires students to use and practice skills attained by the college core competencies. It also encourages students to develop effective research skills and to dig deeper into the subject area outside of the required text. Students get the opportunity to get more up-to-date statistics and information that may not be included in their text. Not only does this assist with analytical and critical thinking, it is hoped

this helps students develop the "real world" skill of continued professional development once they have graduated.

Another best practice used are review sessions prior to covering new material which gives students the opportunity to ask questions on material that was unclear in previous class sessions. Short assessments immediately following a lecture keeps students attentive and focused on material and reinforces the important concepts just covered.

Some material covered in classes or in the program are enhanced by use of role play scenarios or written responses to case scenarios. This helps students integrate concepts with real life situations. These also open up further class discussions that help evaluate multiple options or factors that need to be considered when explaining behavior or problem solving solutions to social problems. Often students gain a richer, deeper understanding of the topic or issue and are challenged personally to consider and explore novel and creative alternatives. Depending on the course (e.g. Health Care Delivery Systems), students may be required to interview a professional in the behavioral health field then report (written and oral) to the instructor and class.

Out of class research projects, extra reading or Internet assignments that track with course material help supplement discussions. Students are typically given three or four questions that help guide what they need to know or observe from the video or reading. This also helps set expectations on the important ideas of the topic for later discussion. In courses, such as Health Care Delivery System, where information about rules, regulations and policies are quickly changing students may be required to track current events as an assignment or for informal discussion during class.

The curriculum appears appropriate to meet current needs. The college has close ties to the community and responds to the needs of the practicum sites and employers. However, a recent shift in the state's Medicaid requirements to a bachelor's degree being required for case management positions working with children, will most likely increase the need for those degrees for those positions, which have previously been viewed as entry-level positions. An increase in 2+2 programs to assist students in obtaining a bachelor's degree would be ideal.

B.   Are institutional policies and procedures appropriate to keep the program curriculum current to meet industry standards

Healthcare policy and funding are increasingly catching up to the notion that treating the whole person – mind and body – promotes improved outcomes in overall health and wellness. As industry leaders from both payer and provider communities continue to tout the benefits of care coordination and care management, there's no doubt that the role behavioral health plays in delivering quality care will continue to grow.

The program has close ties to the community and uses those facilities and professionals as a guide to alignment with current knowledge. The policies and procedures in place that require continued professional growth of instructors leads to instructors being able to keep up with

industry changes and current industry standards.

C.   Are program exit requirements appropriate?

Two practicum courses make up the capstone of the BH degree program. Students are placed in the community for 120 hours with follow up and instruction led by Phillips faculty.

1. BH 143 (Behavioral Health Practicum). Upon completion of the 120 hours of practicum placement, students should be able to demonstrate knowledge of agency policies and procedures, learn to function as a member of the interdisciplinary team, implement interventions with the target population, demonstrate professional job skills, and initiate extra learning activities within the placement.
2. BH 153 (Behavioral Health Practicum Seminar) Upon completion of the course, the student will have completed 120 hours of practicum experience and submitted written documentation and reports to the instructor. The student will complete a Learning Plan with the supervisors which will guide placement. The student will also complete a Case Study which follows one client throughout the process and highlights the problem, interventions used, and outcomes. The student will also regularly report to faculty. One onsite visit by the instructor will be scheduled.

D.   Does the program contain evidence of good breadth/focus and currency, including consistency with good practice?

Attention is paid to the needs of the community while supporting a broad base of education through the diversity of courses as outlined in II.F of this report. The courses in both the TC and AAS cover a broad spectrum of behavioral health areas and the general education courses integrated are important for those graduating with an AAS.

E.   Are students introduced to experiences within the workplace and introduced to professionals in the field?

This is accomplished through the Practicum course and in class engagement with the community. (See II.C.) Students are exposed to industry ideas/ideals through guest speakers and an interview assignment designed to synthesize experiential knowledge with course content.

F.   Does the program promote and support interdisciplinary initiatives?

Students have a wide breadth of knowledge, keeping in line with industry and community standards for employability. The program encourages the students to engage with other disciplines, especially during their practicum placement with the ability to create and participate in special projects.

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Program Requirements for an Associate of Applied Science in Behavioral Health Technology

English/ Fine Arts (9 hours required
EH 113 (ENGL 1013) Comp 1
EH 123 (ENGL 1023) Comp II
SP 243 (SPCH 1003) Fundamentals of Speech

Behavioral Health students are required to take courses in writing as part of the degree requirement as strong reading, writing and communication skills are important for work in the field and professional setting.

Social Science (12 hours required)
PSY 213 (PSYC 1103) General Psychology
PSY 223 (PSYC2103) Human Growth and Development
SY 213 (SOCI 1013) Sociology
SY 223 The Family Science (3 hours required)
Behavioral Health students are required to take course in social sciences to understand human society, behavior and mental processes, and critical thinking processes.

BY 103 Intro to Anatomy and Physiology
Anatomy and physiology instructors teach college students about the human body. They experience lectures and assignments on topics such as how muscular, skeletal, and nervous systems function.

Math (3 hours required)
MS 123 (MATH 1103) College Algebra OR
MS 143 Technical Math
Behavioral Health students are required to take math courses as understanding statistics, percentiles and data analysis are at the forefront of the field.

Physical Education (3 hours required)
PE 223 (HEAL 1003) Health and Safety
Physical education require students in Behavioral Health to explore exercise and health well-being. Physical health is intertwined with mental health.

Computer Technology (3 hours required)
CT 113 (CPSI 1003) Computer Information Systems OR
CT 213 Micro Business Applications
Behavioral Health Students must take a computer course to learn basics of coding, data entry, and programs needed in any career setting.

Major Requirements (21 hours required)
BH 103 Health Care and Delivery

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BH 113 Chronic and Infectious Diseases
BH 123 (SOCI 2013) Theories and Treatment of Social Problems
BH 133 Behavioral Health Issues
BH 143 Behavioral Health Practicum
BH 153 Behavioral Health Practicum Seminar
OT 113 Medical Terminology
6   Hours of Approved Electives

Total Hours Required for an AAS 60

Program Requirements for a Technical Certificate in Behavioral Health Technology

English/ Fine Arts (6 hours required)
EH 113 (ENGL 1013) Comp 1
SP 243 (SPCH 1003) Fundamentals of Speech

Behavioral Health students are encouraged to take EH 123, ENGL 1023),
Composition II because strong reading, writing and communication skills are
important for work in the field and professional setting.

Social Science (9 hours required)
PSY 213 (PSYC 1103) General Psychology
PSY 223 (PSYC2103) Human Growth and Development
SY 213 (SOCI 1013) Sociology
SY 223 The Family Science (3 hours required)
Behavioral Health students are required to take course in social sciences to
understand human society, behavior and mental processes, and critical thinking
processes.

Math (3 hours required)
MS 1013 or higher
MS 143 Technical Math (preferred College math course for this degree)

Behavioral Health students are required to take math courses as understanding
statistics, percentiles and data analysis are at the forefront of the field.

Computer Technology (3 hours required)
CT 113 (CPSI 1003) Computer Information Systems OR
CT 213 Micro Business Applications
Behavioral Health Students must take a computer course to learn basics of coding,
data entry, and programs needed in any career setting

Major Requirements (21 hours required)
BH 103 Health Care and Delivery
BH 113 Chronic and Infectious Diseases
BH 133 Behavioral Health Issues

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OT 113 Medical Terminology
Or PE 223, Health & Safety

Total Credit Hours Required for a TC <u>33</u>

G.   Does the program provide respect and understanding for cultural diversity as evidenced in the curriculum, in program activities, in assignment of program responsibilities and duties; in honors, awards and scholarship recognition; in recruitment?

The program provides respect and understanding for cultural diversity through its curriculum, program activities in assignment of program responsibilities and duties and in hours, awards and scholarship recognition.

Curriculum: BH 123, Theories and Treatment of Social Problems, course objectives include the ability to understand the relationship between private problems and public issues, personal vs. systemic blame; the social construction of social problems; major theories of social problems and myths and facts related to social problems using critical thinking and research.

BH 133 (Behavioral Health Issues) course objectives include that upon completion of the course, students will demonstrate knowledge in the etiology of the disease of addiction, including signs and symptoms), the course of the disease, and recovery issues. Students will also demonstrate the etiology of domestic abuse issues, including patterns of abuse, support options, effects on families, and the impact on society. Students will also gain practical knowledge of specific problems faced by the elderly, including Alzheimer's disease, loss, financial issues, abuse, depression, as well as legal and ethical issues for Behavioral Health Professionals and case management.

Awards and scholarships:
<u>Graduate</u>s enrolled in BH who received support

Financial Support or Recognition	2018	2017	2016	2015	Collective Awards
Pell	2/9	5/9	4/6	5/11	16/36
Scholarship	2/9	2/9	2/6	3/11	9/36
Career Pathways (CP)	3/9	2/9	2/6	4/11	11/36
Total	7/9	9/9	8/6	12/11	

Note: The 2019 student showing in the data was a Summer II graduate who had marched in May 2018 but did not complete all requirements until Summer II 2018 which falls under the 2019 academic year. For the purpose of this review that student was included.

Collectively 27/36 or 75% of the students enrolled during the 2015-18 cohort received some form of financial support (Pell, Scholarship, Career Pathways).
11/36 were Career Pathways students

11/36 received some scholarship from the College or the Foundation
16/36 received Pell funding (it is not unusual for student in the program to have exhausted their Pell eligibility.

Honors Graduates during 2015-18 =5/36 or 14% were honor graduates. This is similar to most other majors at PCCUA.

Honor Grads	2018	2017	2016	2015	Collective Awards
Number	1	2	0	2	

Cultural awareness is one of the five core competencies that are incorporated into the curriculum of all the behavioral health program classes. The program seeks to recruit from area schools, the local community, and outlying Delta region which has a large minority population. Additional program diversity activities are tied to college events as well as interaction with the community. In an effort to be respectful of the percentage of minority students on campus, their input on needed adaptations and events should be paramount.

III.   Review of Academic Support

A.   Does the program provide appropriate quality and quantity of academic advising and mentoring of students?

Advising is both imbedded and intrusive. This occurs throughout the program with a special emphasis within the seminar portion of the capstone. The small ratio of students to instructors in the program allows for individualized support, mentoring, and guidance of students throughout the program.

B. Does the program provide for retention of qualified students from term to term and support student progress toward and achievement of graduation?

Courses are offered in a suggested sequence, with two specialized courses offered in the Fall and two in Spring.

Fall- EH 113, (ENGL 1013),Composition I; MS 123 (MATH 1103), College Algebra; PSY 213 (PSYC 1103), General Psychology; SY 213 (SOCI 1013), Fundamentals of Sociology; BH 103 Health Care and Delivery; BH 133 Behavioral Health Issues. 12

Spring- EH 123 (ENGL 1023) Comp II; SP 243 (SPCH 1003) Fundamentals of Speech; SY 213 (SOCI 1013) Fundamentals of Sociology; BH 123 (SOCI 2013) Theories and Treatment of Social Problems; BH 113 Chronic and Infectious Diseases; SY 223 The Family

Fall- PSY 223 (PSYC2103) Human Growth and Development; BH 103 Health Care and Delivery; PE 223 (HEAL 1003) Health and Safety; CT 113 (CPSI 1003) Computer Information Systems OR PE 223 (HEAL 1003) Health and Safety; OT 113 Medical Terminology

Spring- BH 143 Behavioral Health Practicum; BH 153 Behavioral Health Practicum Seminar

Multiple opportunities are available to the students for retention or re-admittance into the course sequence. The program has put in place an attendance and participation policy of intensive advising that allows students to be who are absent from classes are identified early on and are contacted regarding their attendance. Both student and advisor are contacted if absenteeism continues.

In addition, the students are required to see their advisors at least twice each semester in order to be eligible to receive financial aid or scholarships. This allows for assured contact between student and advisor to assist in retention and progress through the program.

PCCUA also utilizes Student Success to provide financial and career coaching to all of its students, including those in the Behavioral Health program.

IV. *Review of Program Faculty*
A. *Do program faculty have appropriate academic credentials and/or professional licensure/certification?*

The Behavioral Health program has two full time faculty serving as lead instructors and who offer advising for the program. One full time instructor is located on the Helena campus and one full time instructor is located on the Stuttgart and Dewitt campuses. The instructors meet the Higher Learning Commission's faculty qualifications for teaching in the Behavioral Health program by possessing Masters' Degrees and meeting Arkansas Department of Higher Education standards.

B. *Are the faculty orientation and faculty evaluation processes appropriate?*

PCCUA conducts an orientation program for all new employees at the beginning of their employment. The purpose of the orientation is to welcome the employees and introduce them to the college environment. Each employee and employee's supervisor is given a new employee checklist, which must be completed in two to three weeks after the hire date. Resources for PCCUA employees are the PCCUA Policy Manual, which outlines written procedures and policies and is available in Web Advisor and the Faculty Handbook. Responsibilities of faculty members regarding teaching loads, office hours, evaluation, and other academic issues are also included in the policy manual. The PCCUA Faculty Evaluation system provides feedback from students, peers, and dean for the faculty member to use in improving performance. Faculty members are evaluated each semester by students through a student evaluation and annually by peers and dean through a teaching portfolio, which documents teaching effectiveness, college service, professional growth, and community service. During the annual faculty evaluation conferences, the dean and faculty members review student evaluations and portfolio evaluation findings to identify ways to improve teaching effectiveness and methodologies. Fortunately, the two full time instructors in the Behavioral Health program have been employed at PCCUA for

over 14 years each as full time.

Faculty are evaluated in 3 ways: 1) Student evaluation of instruction, 2) portfolio evaluation by two faculty, 3) dean evaluation of portfolio. Once the evaluation is completed the dean reviews the outcome with the faculty member. Instructional delivery and instructional design are the core components of the PCCUA Faculty Performance Review. Instructional delivery assessment is measured by student evaluation of the faculty. Each faculty member selects two classes with a minimum enrollment of 20 (if possible) for evaluation at the beginning of each semester. Students enrolled in the two classes are one source of the faculty member's evaluation. Instructional design assessment is measured based on peer and division dean perceptions of faculty performance. The portfolio is used to display primary artifacts which document work which include syllabi, student learning objectives, demonstrations of instruction and assessment. College service, community service, and professional development activities are also a focus of this portion of the review. One peer reviewer, division dean or chair (depending on the division) and a faculty member who is assigned by the Faculty Association are selected to review the portfolio (3 reviewers). Criteria used for the review include grades, reports, student documentation, and other evidence. In addition, classroom management resources are used to evaluate course management. Faculty who dispute assessment outcomes provided by any or all of the reviewers may appeal the outcome of the evaluation. The process allows the Faculty Evaluation Appeal Committee to hear appeals and makes recommendations about appeal outcomes to the Vice Chancellor for Instruction. The final decision about whether to accept or reject the appeal rests with the Vice Chancellor for Instruction.

Orientation and evaluation are extensive and ongoing. In addition to these formal processes, mentorships are established for additional support.

C. Is the faculty workload in keeping with best practices?

Teaching loads at PCCUA are determined by considering both credit hours and student contact hours. Overload pay is awarded where regular teaching loads have been fulfilled and additional class offerings are necessary. A point system is utilized to determine the point at which teaching loads have been met and overload compensation begins. A full instruction load for all faculty is 30 points per regular semester based upon the following formula: Course points-Credit Hours +Lecture Hours+2/3 (lab hours). Full time faculty members are required to teach a minimum of 15 hours a week. On average, the full time Behavioral Health Faculty teach in between 6 to 9 courses per semester, and between 18 to 27 hours a week.

V. Review of Program Resources

A. Is there an appropriate level of institutional support for program operation?

There is ample classroom space for the Behavioral Health program on all three campuses. On the Stuttgart campus, the BH classes are in the main campus building. It has more than enough classroom space to meet the needs of day and evening classes. The Helena-West Helena campus

currently houses the Behavioral Health program in the Lewis Library Building which has appropriate computer labs. The program on the DeWitt campus is housed in a classroom on the main building of the campus. All three facilities are handicapped accessible per ADA regulations.

New Smartboards have been purchased to facilitate learning in the Behavioral Health program. Students use the STAR Lab and STEM lab, which have recently been created and updated. Equipment as defined by Arkansas Department of Higher Education is not typically applicable to the Behavioral Health program.

Faculty receive institutional support through being encouraged to attend professional meetings, workshops, conferences, and other events that promote professional growth. Funds for faculty travel for these types of events are included in departmental budgets. In addition, Faculty Senate and college professional staff at PCCUA work diligently to provide seminars, webinars, and workshops for professional development within the campuses. Faculty members are encouraged to continue their professional growth and policies are in place to assist them in pursuing continuing education beyond the Master's Degree through tuition support and increased compensation once higher degrees are earned.

B. Are faculty, library, professional development and other program resources sufficient?

Library resources are plentiful, diverse and interdisciplinary. Professional development opportunities are varied and occur throughout the year, on all campuses. Continued education is encouraged and pay scales reflect additional degrees or content hours secured. Community networking is prevalent with both students and faculty. Professional development is held on varied campuses to allow for networking within the college.

PCCUA recognizes the professionalism of its faculty and provides opportunities for professional development and training through college and grant funds. Additionally, PCCUA values quality instruction and encourages faculty to keep current in their teaching discipline by focusing on instruction and student learning issues. Access to workshops, webinars, conferences, and presentations are offered. PCCUA's Faculty Senate has a Professional Development Committee that works diligently to solicit topics for professional development and coordinates these presentations.

VI.   Review of Program Effectiveness
A.   Indicate areas of program strength.

1. Small classes: The Behavioral Health program offers small class sizes that allow for more intense/deeper engagement between faculty and students as well as increased engagement with each other. The cooperative interaction between students, whether they are texting each other about assignments or helping each other with transportation, allows for more connection to their peers (similar to a cohort). These stronger connections also allow for deeper classroom discussions. As an instructor it helps to tailor some of the material to the class's interests and strengths.

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2. Practicums: Practicums are an important part of the Behavioral Health program. This capstone not only allows students the opportunity to gain "real world" work experience, but often places the student in a good position to be hired by the internship site. One of the advisory council members noted that she was able to get to know the student's work ethic and would be more

likely to hire a successful practicum student if there was an open position. Supervisors have commented that the practicum was beneficial for them and saw it as receiving an "unpaid" staff person.

3. Community Involvement: Students and faculty are involved with the community on multiple levels, including guest speakers in class, membership on the advisory committee, sites for practicum hours and resources for both faculty and students.

4. Faculty access: Due to smaller classes sizes, faculty has a greater opportunity to develop relationships with students. This allows for greater access to faculty as well as more opportunities for resource allocation and student development.

5. Hybrid opportunities: Courses are offered through Blackboard in a hybrid format. This allows students to remain connected with the program and their faculty while still maintaining flexibility in their personal lives.

B. *Indicate the program areas in need of improvement within the next 12 months; and over the next 2-5 years.*

1.   Course development: In the student surveys over the last few years, many students indicated a desire to be "social workers." The team believes it may be beneficial to examine the possibility of offering 2+2 programs that feed into the BSW programs at UAM or UAPB by offering courses such as Introduction to Social Work or a full semester of Case Management (currently this is a small segment of a current course).

2. Field trips: In order to provide more experiences to explore a variety of jobs in the field, the team is suggesting that instructors incorporate several field trips to agencies or programs in Social Work or Behavioral Health at four-year universities.

3. Stress a behavior health issue: In order for the Behavioral Health program to recruit more students and provide more information to the public on an issue related to behavioral health, the team believes engaging students in a campus project would be beneficial to the program. By planning a special campus event or participating in a local or state event, such as Domestic Violence Awareness month in October or Mental Health Awareness month is May, students would have an opportunity to develop their teamwork and presentation skills along with furthering their knowledge on an important topic in the Behavioral Health program.

4. Technical Certificates: Program instructors and advisors should promote an increase in completion of technical certificates along the educational pathways towards an AAS. Currently the state of Arkansas is rewarding the completion of the TC in the productivity funding formula.

This will allow students to achieve credentials more quickly as they progress towards their final educational goals.

5. U of A pathway: As a part of the University of Arkansas system, there should be a natural pathway to a variety of undergraduate options. Working from within the system should allow for

a variety of options in a shorter timeframe than looking for options outside of the system. Students could transfer to a physical campus or could participate in on online program such as Interdisciplinary Studies, which allows for cross-sectional education including relevant topics such as Child Advocacy, Social Work and Criminal Justice. https://online.uark.edu/programs/bachelor-arts-interdisciplinary-studies.php

6. At this time, PCCUA does not have on-campus student counseling services available. The addition of on-site counseling services would allow increased support for students struggling with mental health concerns, stress, work/school/life balance concerns, academic issues, family issues, etc… and would likely increase retention and completion of programs.

Students in the Behavioral Health program many times are drawn to the field through difficult experiences in their own lives and availability of counseling would be helpful in assisting them with these issues so that they could be more successful in their educational endeavors. Because the PCCUA campus in Helena is located within a high poverty, high crime rate, high violence area, it is likely that the availability of mental health services would be especially useful for student retention and completion in this area.

7. Assessment of outcomes should be more closely monitored. As outlined in I.A., explaining the importance of student participation in follow up survey could be beneficial. In addition, creating a line of communication post-graduation, such as through social media, will allow for greater access to the students and a higher rate of return on follow up stats.

C.   Indicate areas for program development based on market/industry demands that have not been identified by the institution.

As attention to the need for positive mental health education grows at state and federal levels, attention should be paid to possible opportunities. Federal education grants and possible state level employment changes should be capitalized on for the benefit of the students and the program. Investigation of all grant opportunities and as well as regular communication with state representatives should be a part of the improvement plan.

Another suggestion for program development would be implementation of a scheduled facility tour of the community mental health centers in each area. For example, in Helena, Mid-South Health Systems has numerous facilities/programs within the area that would be of benefit for students to be introduced to as they are identifying options for employment following graduation. This tour might be timed just prior to the students entering their practicum course or when they are working to identify a practicum sight so they can be exposed to the various program options, gain some basic knowledge of what goes on in the program, and make contact with supervisors of the various programs.

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VII. Review of Instruction by Distance Technology (if program courses offered by distance)

These questions were not answered because no Behavioral Health Technology courses are delivered through distance education.

A. *Are the program distance technology courses offered/delivered in accordance with best practices*? N/A
B. *Does the institution have appropriate procedures in place to assure the security of personal information?* N/A Yes, and all FERPA Guidelines appear in syllabi and posted on campus.
C. *Are technology support services appropriate for students enrolled in and faculty teaching courses/programs utilizing technology?* N/A The BH classrooms had Smartboards and the faculty had access to labs for teaching and learning labs for student use.
D. *Are policies for student/faculty ratio, and faculty course load in accordance with best practices?* N/A Yes and the classes tend to be small (under 12)
E. *Are policies on intellectual property in accordance with best practices?* N/A We reviewed PCCUA's Board Policy 365: Intellectual Property Rights and it was appropriate and extensive.

VIII. Review of Program Research and Service
A. *Are the intended creative outcomes for each program appropriate, assessed and results utilized?*

Course outcomes are appropriate and well documented. Results are utilized for consistency and improvement as necessary. Student and community feedback are both favorable and encouraging. The skills learned through the program allow for adaptability to the varied employment opportunities in the area.

Behavioral Health Program Review Survey- Practicum Supervisors

	Excellent	Good	Fair	Poor
How would you rate your satisfaction overall with the students placed in your agency?	3	1	0	0
How would you rate the employability of the students in the field?	2	2	0	0
How well would you rate the preparedness of the students for entry level positions in the field?	3	1	0	0
How would you rate the students' exhibition of proficient reading and writing skills?	2	2	0	0
How would you rate the students interpersonal skills needed to relate to others in a professional setting?	2	2	0	0

Academic Program Review
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How would you rate the classroom learning exhibited by the students regarding reflection of current practices in the workforce?	2	2	0	0

Other Comments:	"We love our PCCUA interns! Thank you for teaching them the skills they need to do well here!
	"The student was a delight to have at our facility. She was very caring and eager to learn"
	"Grand Prairie Job Center is honored to be a community participant in this program."

Other Comments:
"I've been very pleased with my program of study at PCCUA and they have always been willing to work with my schedule. They provide students with all the resources to excel within their field and will strive to resolve any issue you may have. I'm very excited to graduate with my Associates of Applied Science in Behavioral Health Technology and am ready to begin my career within this field. I think I'll feel more confident once I come back from the orientation in Behavioral Health in Jonesboro. I'm very thankful for my advisor Mrs. Fulllilove and all the help she's provided as an instructor."

"PCCUA offers an excellent Behavioral Health Program. The instructors are very informative and helpful and assures that you obtain the adequate knowledge needed to successfully achieve your goal as a Behavioral Health Specialist. I couldn't have chosen a better program."

Program assessment is an area for improvement as outlined in I.A. and VI.B. A more reliable structure of data gathering should be implemented, including early notifications, integration into course outcomes and post-graduation contact methods. Use of social media and personal email contacts should be implemented. A system could also be created to receive feedback from community partners. Results that have been received are well utilized.

B.   Are the intended outreach and service outcomes for each program's initiatives appropriate assessed and results utilized?

Outreach and service opportunities are one of the strengths of this program. As stated in VIII.A., community partners are more than satisfied with the students they receive from within the program. The on campus activities, practicums, networking opportunities and tailored assignments add to the positive outcomes of both the courses and the level of community engagement. Continued efforts in these areas will add to the foundation already established. Suggestions and comments in regard to cultural competencies are outlined in II.G.

IX.   Local Reviewer Comments
A. How is the program meeting market/industry demands and/or preparing students for advanced study?
The program is meeting current area market demands by preparing students for various entry level positions in the behavioral health field including, but not limited to, case management work

with adults, behavioral health housing assistants, and Counselors in Training working within the substance abuse field.

In addition, the program allows students hands-on experience within their chosen field through the practicum placement. It prepares the students to gain work readiness skills and to gain experience in a professional setting.

A.   *What program modifications are needed?*

A recent shift in the state's Medicaid requirements to a bachelor's degree being required for case management positions for individuals working with children, will most likely increase the need for those degrees in those "paraprofessional" positions, which have previously been viewed as entry-level positions. An increase in 2+2 programs to assist students in obtaining a bachelor's degree would be ideal.

X.   *Report Summary*
      A.   *Include reviewer comments on the overall need for program graduates/completers in the local area, region and/or nation over the next 5 years.*

As attention to the need for positive mental health education grows at state and federal levels, attention should be paid to possible opportunities. This is a needed field of study and more students will potentially be interested in the field as media and society highlight the need for qualified, well-trained professionals, as well as making this issue become better known. Federal education grants and possible state level employment changes should be capitalized on for the benefit of the students and the program. Investigation of all grant opportunities as well as regular communication with state representatives should be a part of the improvement plan.

Over the next 5 years, Phillips Community College should continue developing and engraining their community presence and educational opportunities in the area. Working with local facilities for future employment openings will assist the students in becoming successful graduates. Continued engagement with guest speakers and field trip venues will aid in networking prospects for both the student and faculty populations. A relationship with the local high schools has the potential of also building a pipeline into the program. As noted by the Department of Labor, this professional is on the list of high demand careers for the foreseeable future.

B.   *Include reviewer comments on overall program quality, state program review process, etc.*

Phillips Community College offers a high quality, well-rounded program in an effort to meet the needs of their community. With investigation into additional areas of development and expansion, the degree track has the opportunity to become more deeply rooted in the area. The flexible course options, including courses offerings in a hybrid format, as well as over multiple semesters, allows for student retention and success. Assessment of these successes is an area to focus on, but there is a terrific foundation to build upon. The program is well supported by the institution and faculty development is a positive focus within the organizational structure.

Academic Program Review

External Reviewers Report Template

The state review process has allowed the program to look more closely at their strengths as well as areas for improvement. The self-study was beneficial to the group and was a phenomenal resource for the reviewers. Allowing for internal and external review permits additional perspectives to highlight areas of success as well as time to brainstorm on any areas of concern.

As suggestions have been made, a mini-review in 2-4 years may be warranted in order to check on the progress of the selected recommendations.

Academic Program Review
External Reviewers Report Template

I.   Response to the External Reviewers' Recommendations

In this section, please copy the recommendations that the external reviewers provided in their report. Then, provide the institution/department/program response to the recommendation.

Recommendations from External Reviewers *(copied from the external review report)*	Response
Assessment of outcomes: In an effort to assist in improving the numbers reflected for assessing employment after graduation, contact with the students should be established early on in the program and explained to them how important it is for them to remain in contact with the program even after degree completion for possible tips, references, etc. Thereby, also keeping a line of communication open for follow-up on the educational goals. Data must be collected for every program year to substantiate anecdotal evidence.	The Self Study Team believes this suggestion is excellent and will make efforts to integrate this practice into our programming. Long-term connections to students could be helpful in recruiting, for practicum placement, or to serve as advisors for the Advisory Council. The Team also decided that it needed to establish a Social Media group for Behavioral Health alumni that adds students as they graduate. The group needs to post a monthly update and monitor the site weekly. The Behavioral Health Technology instructors can monitor this. The PCCUA Director of Institutional Research has indicated that tracking for BH students will be gathered each year but the faculty or chair will have to remind him that data is needed.
2+2 articulation agreements: Examine the possibility of offering 2+2 programs that feed into the BSW programs at UAM or UAPB Conversation with the listed and all possible university options should begin within short order to allow for the necessary time required to secure an articulation agreement. Attention should be paid to university responses and follow up should be regularly scheduled in order to facilitate student succession opportunities in the most reasonable time frame.	The Self Study Team is actively exploring options for 2+2 programs. This would provide a strong advancement pathway for our students.

Pathways within U of A: As a part of the University of Arkansas system, there should be a natural pathway to a variety of undergraduate options. Working from within the system should allow for a variety of options in a shorter timeframe than looking for options outside of the system. Students could transfer to a physical campus or could participate in on online program such as Interdisciplinary Studies, which allows for cross-sectional education including relevant topics such as Child Advocacy, Social Work and Criminal Justice.	The Self Study Team will engage in the work of finding U of A colleges with program opportunities. The issue for many of the BH graduates is that they are place bound. It may be useful to find a strong on-line option for our graduates. Beginning in the Fall of 2020, a scholarship program has been set up to allow all University of Arkansas System community college graduates to transfer to the University of Arkansas at Fayetteville. The student tuition rate will be the rate charged at the UA community college from which the student graduated. This makes transfer from the community college affordable. We believe this new scholarship will be a great incentive for our high school graduates and will help with recruitment.
Counseling Center/Services: The addition of on-site counseling services would allow increased support for students struggling with mental health concerns, stress, work/school/life balance concerns, academic issues, family issues, etc… and would likely increase retention and completion of programs. Students in the Behavioral Health program many times are drawn to the field through difficult experiences in their own lives and availability of counseling would be helpful in assisting them with these issues so that they could be more successful in their educational endeavors. Because the PCCUA campus in Helena is located within a high poverty, high crime rate, high violence area, it is likely that the availability of mental health services would be especially useful for student retention and completion in this area.	Although it is unlikely that the College has funding to have an on-campus counseling service at this time, one of the Ms. Maynard has indicated that there may be opportunities for discussing how this might be done in a once a week or twice a month format. The faculty and the college advisors do much referral but have no services available on campus.

Academic Program Review

External Reviewers Report Template
I.   Actions Taken in Response to the External Reviewers' Recommendations

In this section, please describe the actions that will be taken as a result of the review; if any based on the recommendation from the external reviewers; note when the action will be completed and who is responsible for seeing that it is completed; and finally, list any resources that will be used to complete the action. Please add lines to the table as necessary.

Recommendation	Action	Timing & Responsible Person Group	Resources
Establish a mechanism and desire by students to stay connected to the program through post-graduation tracking.	Establish a newsletter with helpful BH pieces of information, begin work on establishing an alumni Association for BH graduates. Have a speaker for the program once per year who might appeal to post graduates ad well as graduates.	Faculty of the BH Program and Chair of the Division (Cathy McKinney, Naomi Borchert, Robin Bryant, Kim Kirby)	Time, information, paper, printing, and this could be a mail out or a web page. Students could do the research and students' projects could be featured.
Data Tracking	Collect annual data on all students enrolled in the TC and AAS program.	Director of IR with input from BH Faculty (Cannon, Fullilove, Borchert, Bryant, Kirby)	Annual report of outcomes provided in June (retention, graduation, job placement (if available), demographic data, other helpful data)
Develop some 2 + 2 agreements	Examine college web sites to find BH programs in Arkansas and Mississippi. Begin communication with four-year	BH Faculty, Department Chair	Time, MOUs

	colleges and universities with programs which would allow BH graduates to transfer.		
Develop a University of Arkansas System pathway for advancement	Examine college and university web sites to find BH programs within the University of Arkansas System The new UAF transfer scholarship makes this more likely to happen.	BH Faculty, Department Chair	Time and articulation agreements/MOUs.
Provide counseling services to students	Examine the kind of options available to students for counseling. There may be a way to make this recommendation a reality but we are not certain how we can make this happen at this time.	PCCUA VC for Student Services-we are uncertain about this.	This will probably be completed through Student Services if we are able to accomplish this goal. It is unlikely there will be full counseling services but we will explore the possibility of some kind of counseling access.