

2008 BIENNIUM REPORT TO ADHE

Phillips Community College of the University of Arkansas

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Report on comprehensive institutional program reviews for Business Management and Behavioral Health Technology. The entire program reviews are available at http://www.pccua.edu/faculty_staff

1. PROGRAMS REVIEWED

The following programs were scheduled for review at Phillips Community College of the University of Arkansas during the 2006-2008 biennium:

- A. AAS Business Management (2007)
- B. Behavioral Health Technology (2008)

Answers to Questions 2-6 will be provided for each program reviewed.

OVERVIEW OF AAS IN BUSINESS MANAGEMENT (Questions 2-6)

The AAS Business Management program curriculum enables it to accomplish its educational and other purposes.

The length of the program enables students to achieve program objectives and to acquire knowledge and skills necessary for employment in the field or successful transfer to a four-year college. The degree requires a total of 67 semester credit hours. A full-time student enrolled in 16 hours or more can complete the degree in four semesters. Students requiring remedial classes and part-time students will have to attend more than four semesters to complete the required courses.

The Division of Business also projects a three-year rotation plan of all day and night business course offerings for all three campuses so students can plan and achieve their educational objectives. Furthermore, the length of the program is adequate to provide business management skills necessary for employment. Also, a student who cannot attend classes day or night does have an option of taking some of the courses online. Currently, 13 of the 22 required courses in the business management degree are offered online.

The curriculum encompasses instructional materials, equipment, course and program content, and varied method and types of instructional delivery. The program curriculum reflects current practices in post-secondary education and in the workforce. All business programs are accredited by ACBSP (Association of Collegiate Business Schools and Programs). This accreditation provides the means and incentives for continued growth through review, assessment, and revision and assures the curriculum is relevant. Instructors strive to utilize current textbooks as well as supplementary materials that reflect current trends. To enhance the students' learning experiences, a variety of teaching methods including lecture, labs, field trips, and internships are utilized. Instructors are required to summarize significant changes and updates in syllabi, instructional materials, or instructional delivery in the teaching section of faculty portfolios.

The program curriculum reflects current practices in the workforce and the Business Advisory Committee is consulted concerning curriculum decisions. The Committee consists of individuals in the community who are involved in business and information systems related fields. In addition, the Employer Survey includes questions that address the adequacy of program graduates skills and the curriculum. Employers consistently express 100% overall satisfaction with the graduates and curriculum. When curriculum modifications, additions, and deletions are

made, request to do so are presented to the Instruction and Curriculum Committee for approval and outcomes are reflected in the minutes.

In addition, the business management majors receive training on state-of-the art equipment. The Division of Business has microcomputer laboratories at each College campus location (a total of five labs) which are all equipped with SMART boards and projection devices. The Division continuously updates software to include latest versions.

Courses must be offered frequently so that students can complete the program in a reasonable period of time. In addition, the Division of Business projects a three-year rotation plan of all day and night course offerings for all three campuses so that students can plan and complete the program in a reasonable time period.

The program has the physical and fiscal resources necessary to accomplish its purposes. The annual budget is adequate to meet the program needs at this time. At the present time, office and instructional space is adequate to sustain this program. The Business Division also equips and maintains microcomputer labs at each college location.

DeWitt Campus

Microcomputer Business Lab, located in B101, is equipped with twenty-one computers purchased in the Fall of 200, one multimedia projector, one SMART Board, one laser printer, one color laser printer, and one color scanner. Approximately thirteen different business courses are taught in this lab.

Helena Campus

Microcomputer Lab 1, located in room A110 of the John Easley Administration Building, is equipped with twenty-one computers purchased in Fall 2007, one multimedia projector, one SMART Board, four laser printers, one color laser printer, and one color scanner. Approximately nine different business courses and various computer workshops are taught in this lab.

Microcomputer Lab II, located in room A107 of the John Easley Administration Building, is equipped with twenty-one computers, one projection device, two color scanners, two laser printers, and network access to a color laser printer. Approximately six business courses are taught in this lab.

Microcomputer Lab III, located in A117 of the John Easley Administration Building, is equipped with twenty-two computers, one multimedia projector, one SMART Board, and one laser printer.

Stuttgart Campus

Microcomputer Business Lab, located in C110, is equipped with twenty-one computers, one multimedia projector, one SMART Board, one laser printer, one color laser printer, and one color scanner. Approximately thirteen different business courses are taught in this lab.

Library Resources

Library resources are appropriate to support the program and are available and accessible to

faculty and students. The Lewis Library at the Helena campus offers the latest technology, including an on-line catalog accessible via the Internet. Inter-library loan requests are also available to faculty and students. Libraries are also maintained on the DeWitt and Stuttgart campuses. The resources of the libraries are appropriate, adequate, and current. Student support and staff services are available. Student services include the following:

- 1) **Student Advisory System.** An academic advisor will be assigned to the student. The advisor will assist the student in choosing the appropriate courses prior to registration each semester. In addition, the advisor is available to give the student information concerning financial aid, testing, etc.
- 2) **Counseling and Guidance.** The services of professionally trained guidance counselors are available to students. The purpose of the service is to provide assistance with academic and personal concerns.
- 3) **Placement Service.** A placement service is provided by the institution to assist graduates seeking jobs.
- 4) **Student Support Services.** The goal of this counseling based Trio program is to achieve educational parity among traditionally underrepresented students, and to raise the academic progress and performance levels of its economically disadvantaged, disabled, and first generation students.

2. SYNOPSIS OF SIGNIFICANT FINDINGS (AAS IN BUSINESS MANAGEMENT)

Program Strengths

The Business Management program has many strengths.

- The administration is committed to providing a quality education to PCCUA students.
- The administration is committed to providing funds through grants and other means for faculty development.
- The faculty are academically and professionally qualified.
- Faculty are experienced and knowledgeable and stay current in field through professional development.
- The program uses a strong curriculum and is ACBSP accredited.
- The program has strong and ongoing assessment with clearly stated student outcomes.
- The College provides strong academic advisement system and student support services.
- The College provides state-of-the art computer laboratories.

- The program facilities are well-maintained.
- The College has a three-year course rotation plan for day and night students.
- Courses are available online.
- The program has an active Advisory Committee to ensure timely curriculum decisions.
- Internships are integrated into the programming to enhance students' learning experiences

Program Concerns

Some program concerns serve as barriers to student success and pose threats to program success.

- Remediation work and attending school part-time causes students to attend classes more than four semesters to complete degree.
- Aging faculty could result in several instructors retiring within a couple of years making it difficult to replace these positions.
- Declining population base in Helena threatens enrollment.
- Budget constraints could pose problems for equipment maintenance and replacement.
- Student recruitment and retention is difficult with a declining population.
- Insufficient numbers to make certain classes—such as Principles of Management make scheduling a problem. This class is offered by compressed video to ensure that the class makes.
- Lack of internship sites due to industry migration in Helena may result in many fewer student experience opportunities.

3. PLAN FOR PROGRAM IMPROVEMENT-TIMELINE RECOMMENDATION

PCCUA is meeting a need in the communities by providing training in a field that is in demand. Graduates of this program find employment locally and out of the service areas. Enrollment (86 in 2006-07) and graduation rates are satisfactory. The Business Management program produced six graduates in 2006 and eight graduates in 2007. Although the number of graduates is low, the Business Management program complies with the ADHE productivity standard and is a strong, viable program that enhances students' education and employment opportunities. The division is working to increase recruitment and retention rates which will in turn hopefully increase graduation rates.

Remediation work and attending school part-time causes students to attend classes more than four semesters to complete degree. The Department has established a learning center in one of

the computer labs to assist students enrolled in both college and developmental education courses to help retain and remediate academic deficiencies. This was implemented in the 2008 year and funded in part by the Carl Perkins Grant. Faculty are volunteering to keep the center open by scheduling office hours in the center. Target Date: In progress and continuing.

Aging faculty could result in several instructors retiring within a couple of years making it difficult to replace these positions. The Department is actively seeking potential faculty and hiring them on an adjunct basis to prepare for the many faculty retirements in the next few years. Target Date: 2009-2012

Declining population base in Helena threatens enrollment. The Department is recruiting cohorts in business which helps enrollment. In addition, PCCUA is actively recruiting high school student to stay at PCCUA rather than transfer to four year colleges. Target Date: In progress and Continuing.

Budget constraints could pose problems for equipment maintenance and replacement. The Department is actively seeking, and in some cases receiving grant funds for professional development, equipment replacement, and special programming. Target Date: Continuous

Student recruitment and retention is difficult with a declining population. The Department is focusing on high school recruitment and improving retention strategies. Early alert for absenteeism, early assessment, and presenting information in small increments “chunking” is being encouraged. Target Date: Continuous

Insufficient numbers to make certain classes—such as Principles of Management make scheduling a problem. This class is offered by compressed video to ensure that the class makes. The Department is also making sure that on-line options are available for courses which are difficult to maintain enrollment. Target Date: 2009-2011

Lack of internship sites due to industry migration in Helena may result in many fewer student experience opportunities. The Department is seeking out of county internship and summer internship options. Target Date: 2008-2010.

4. STATUS OF PROGRAM IMPROVEMENT

The program is actively involved in two efforts which will improve the program. A comprehensive assessment of student learning with a feedback loop addressing student learning outcomes. The second strategy incorporated by the Business management program is a vigorous recruitment and retention plan which involves comprehensive marketing, advising, and early assessment of learning. The program is strong; however, several of the program improvement activities are already in place. The Business Department Learning Center and the recruitment plan are in operation. Concerns related to a recruitment plan to replace faculty and a plan to develop more internships options is being developed. (See Question 4)

5. STUDENT MAJORS, STUDENT PLACEMENT, STUDENTS PURSUING ADVANCED DEGREES, FULL TIME FACULTY AND FTE FOR EACH PROGRAM, CHANGE IN PROGRAM ACCREDITATION, CERTIFICATION, OR LICENSURE STATUS

Student Majors

The program assures a teaching and learning environment conducive to student academic achievement. Students are provided access to support services including academic advisement and placement assistance. Phillips Community College is committed to a strong, effective academic advisement system. Services provided include: course placement testing, advising, career services, student retention, freshmen programs, and disability services. Each campus has a full-time business instructor serving as advisor for students in the Business Management Program. A placement service is provided by the institution to assist graduates in communicating with employers. Instructors, Division Dean, and Advisory Committee members are also actively involved in assisting graduates in seeking employment. In addition, a Career Fair is held each spring on the DeWitt and Helena campuses where students have an opportunity to talk with prospective employers.

Prospective and current students are provided accurate and consistent information in the college catalog, recruitment brochures, advertisements, and student handbooks. Any admission, academic progress, graduation, grading, or grievance policies specific to the program should be included. Prospective and current students are provided accurate and consistent information concerning admission requirements, academic progress, graduation requirements, grading policies, absenteeism policies, and grievance procedures in the college catalog and student handbook. Syllabi also address grading and absenteeism policies. A lot of this information may also be found on the PCCUA web site.

Technical Certificate and AAS degree graduates are well prepared for entry-level positions in their field. The Employer Satisfaction Survey aids in determining how well PCCUA business graduates are performing on the job. On this survey, employers rate PCCUA graduates' skills and knowledge in several areas. Employers who returned the Employers Satisfaction Survey in 2007 expressed 100% satisfaction with how well PCCUA prepared Business Management graduates for jobs with their companies. In addition, the Division Dean and faculty members visit one-on-one with employers and Advisory Committee members to ascertain their needs and degree of satisfaction.

The capstone course in the business management curriculum is an internship and students are assigned to work in an approved organization for one semester before graduation. This internship allows students to gain experience in combining classroom theory with on-the-job training which assists in preparing graduates for entry-level positions.

Division surveys also indicate that students and employers are very satisfied with the importance PCCUA faculty place on oral communication and co-worker relations skills.

Student Placement

Table 1: Course Placement and Enrollment

Course Name/Number	Frequency of Offering	Semester/Year Last Offered	Avg. Enrollment For Last 3 Academic Years
Intro to Business BAN 113- DeWitt	1	Fall 2004 Fall 2005	13
Intro to Business BAN 113- Helena	2	Fall 2004 Fall 2006	16
Intro to Business BAN 113- Stuttgart	3	Fall 2004 Spring 2006 Fall 2006	11
Prin. of Accounting I BAN 213- DeWitt	3	Spring 2005 Spring 2006 Summer I 2007	17
Prin. of Accounting I BAN 213- Helena	8	Fall 2004 Summer I 2004 Spring 2005 Fall 2005 Spring 2006 Fall 2006 Spring 2007	24
Prin. of Accounting I BAN 213- Stuttgart	6	Fall 2004 Summer I 2004 Spring 2005 Fall 2005 Spring 2006 Fall 2006	11
Prin. of Accounting I BAN 213- Internet	5	Fall 2004 Fall 2005 Summer I 2005 Fall 2006 Summer I 2007	13
Prin. of Accounting II BAN 223- DeWitt	1	Spring 2007	6
Prin. of Accounting II BAN 223- Helena	6	Fall 2004 Spring 2005 Fall 2005 Spring 2006 Fall 2006 Spring 2007	11
Prin. of Accounting II BAN 223-	3	Spring 2005 Spring 2006 Spring 2007	10

Stuttgart			
Course Name/Number	Frequency of Offering	Semester/Year Last Offered	Avg. Enrollment For Last 3 Academic Years
Prin. of Accounting II BAN 223- Internet	3	Spring 2005 Spring 2006 Spring 2007	16
Legal Env. Of Business BAN 233- DeWitt	1	Fall 2004	9
Legal Env. Of Business BAN 233- Helena	6	Fall 2004 Fall 2005 Spring 2006 Fall 2006 Spring 2007	13
Legal Env. Of Business BAN 233- Stuttgart	1	Fall 2005	11
Bus. Communication BAN 263- DeWitt	2	Spring 2005 Spring 2006	12
Bus. Communication BAN 263- Helena	6	Fall 2004 Spring 2005 Fall 2005 Spring 2006 Fall 2006 Spring 2007	18
Bus. Communication BAN 263- Stuttgart	5	Spring 2005 Fall 2005 Spring 2006 Fall 2006 Spring 2007	11
Bus. Communication BAN 263- Internet	5	Fall 2005 Spring 2006 Fall 2006 Spring 2007 Summer I 2007	17
Computerized Acct BAN 283- DeWitt	2	Fall 2004 Fall 2006	12
Computerized Acct BAN 283- Helena	4	Fall 2004 Spring 2005 Fall 2005 Fall 2006	13
Computerized Acct	1	Spring 2006	20

BAN 283- Stuttgart			
Course Name/Number	Frequency of Offering	Semester/Year Last Offered	Avg. Enrollment For Last 3 Academic Years
Prin. of Management BMGT 233- DeWitt	2	Fall 2005 Spring 2007	8
Prin. of Management BMGT 233- Helena	3	Spring 2005 Fall 2005 Spring 2007	8
Prin. of Management BMGT 233- Stuttgart	4	Spring 2005 Fall 2005 Spring 2006 Spring 2007	10
Bus Management Intern BMGT 273- DeWitt	3	Fall 2005 Fall 2006 Spring 2007	3
Bus Management Intern BMGT 273- Helena	5	Fall 2004 Fall 2005 Spring 2006 Fall 2006 Spring 2007	2
Bus Management Intern BMGT 273- Stuttgart	2	Spring 2005 Spring 2006	4
Business Statistics BMGT 283- DeWitt	2	Fall 2004 Fall 2006	12
Business Statistics BMGT 283- Helena	3	Spring 2005 Spring 2006 Spring 2007	26
Business Statistics BMGT 283- Stuttgart	3	Spring 2005 Spring 2006 Spring 2007	20
Business Statistics BMGT 283- Internet	6	Spring 2005 Spring 2006 Spring 2007 Summer I 2005 Summer I 2006 Summer I 2007	18

Course Name/Number	Frequency of Offering	Semester/Year Last Offered	Avg. Enrollment For Last 3 Academic Years
Principles of Macroeconomics ES 213- DeWitt	7 Fall 2004 & 2206 Day & Night classes offered	Fall 2004 Summer I 2005 Fall 2005 Summer I 2006 Fall 2006	8
Principles of Macroeconomics ES 213- Helena	7 Fall 2004 & 2206 Day & Night classes offered	Fall 2004 Summer I 2005 Fall 2005 Summer I 2006 Fall 2006	20
Principles of Macroeconomics ES 213- Stuttgart	7 Fall 2004 & 2206 Day & Night classes offered	Fall 2004 Summer I 2005 Fall 2005 Summer I 2006 Fall 2006	16
Principles of Macroeconomics ES 213- Internet	6 Includes Hope & Batesville classes	Fall 2004 Fall 2005 Fall 2006	33
Principles of Microeconomics ES 223- DeWitt	5 Spring 2005 & 2007 Day & Night classes offered	Spring 2005 Spring 2006 Spring 2007	13
Principles of Microeconomics ES 223- Helena	5 Spring 2005 & 2007 Day & Night classes offered	Spring 2005 Spring 2006 Spring 2007	24
Principles of Microeconomics ES 223- Stuttgart	5 Spring 2005 & 2007 Day & Night classes offered	Spring 2005 Spring 2006 Spring 2007	13
Principles of Microeconomics ES 223- Internet	3	Spring 2005 Spring 2006 Spring 2007	26

Students Pursuing Advanced Degrees

Technical Certificate and AAS degree graduates find employment in their chosen field. Business Management graduates are able to find employment in a variety of positions. Some sources of employment include hospitals, banks, retailers, casinos and industry. Jobs are available in this field for those who are interested in working, and the pay scale is good for the area and educational background. An Alumni Survey was mailed to graduates to determine employment status, and if employed, did PCCUA provide adequate training for current job. Table 2-1 illustrates the percentage of 2006 and 2007 graduates employed in their chosen field. These percentages were compiled from the graduates who responded to the Alumni Survey. Graduates also expressed 100% satisfaction with program preparation.

Table 2-1: Graduates Employed in Field

Business Management Graduates Percentage Employed in Field		
Year	Number of Graduates	Percentage Employed in Field
2006	6	NA (No Business Management Majors returned Alumni Survey)
2007	8	100%

AA graduates are able to transfer courses intended for transfer. Transfer does not apply to this degree although 12 of the required courses to complete the AAS Business Management degree will transfer to four-year colleges. Also, four-year colleges are beginning to offer Bachelor of Applied Science degrees which give the student with an AAS degree an opportunity to seek a bachelor degree.

Full Time Faculty and FTE for Program

Both full- and part-time faculty members are academically and professionally qualified and maintain expertise appropriate to their teaching responsibilities. The faculty has the academic credentials and experience to accomplish program goals. The Business Management Program currently consists of seven full-time business instructors. All the full-time instructors possess a master’s degree or higher as shown in Table 2-2. More detailed information concerning faculty credentials is provided in Appendix A.

Table 2-2: Faculty and Degree

BUSINESS MANAGEMENT FACULTY		
Highest Degree Earned	Full Time	Part Time
Master’s or Higher	100.0%	----
Bachelor’s	----	----
Associate	----	----
Professional Certification	----	----

Phillips Community College reviews the performance of faculty members. The evaluation process is based on two guiding principles. First, the faculty believe that the faculty evaluation

must be linked with faculty development. Secondly, the evaluation process is also based on the principle that multiple sources of evidence of teaching effectiveness should be used. The faculty is evaluated each semester by students and annually by peers and division dean. Portfolios, submitted annually, document teaching effectiveness, college service, professional growth and community service. Each portfolio is evaluated by two instructors within the division, one instructor outside the division and by the division dean. Each section is quantified and weighted, resulting in a numerical score. A conference is scheduled at the end of the spring semester to discuss the findings. Part-time faculty members are evaluated by students each semester, and the student evaluation results are distributed to the division dean. Table 2-3 illustrates full-time business management faculty evaluation scores for 2004, 2005, and 2006.

Table 2-3: Faculty Evaluation Averages

Business Management Faculty Portfolio Evaluation Percentages Overall Composite Rating			
Scale Range	Spring 2004- Fall 2004	Spring 2005- Fall 2005	Spring 2006- Fall 2006
Exceptional (4.50-5.00)	85.7%	100.0%	100.0%
Excellent (4.00-4.49)	14.3%	----	----
Fully Effective (3.50-3.99)	----	----	----

In today’s business environment, a manager must possess strong computer skills to compete and survive. Business Management instructors are encouraged to maintain expertise appropriate to their teaching discipline, stay current in the technology field, and incorporate technology into lecture-oriented classes. During the past three years, instructors teaching in the business management program have attended 65 specialized training sessions and 12 national conferences as outlined in Table 2-4 below. In addition, two faculty members were presenters at a state conference in 2005, and one presented at a community college in 2006.

Table 2-4: Faculty Professional Development

National Conferences	No. of Faculty Members Attending	Year
Thomson Course Technology Conference Orlando, FL	3	2007
Accounting Education Conference Phoenix, AZ	3	2007
Association of Collegiate Business Schools and Programs (ACBSP) – Orlando, FL	2	2007
WebCT Conference - Chicago, IL	2	2006
Thomson Course Technology San Francisco, CA	2	2006
TechEd Conference - Pasadena, CA	3	2006
ACBSP – Chicago, IL	2	2006

Higher Learning Commission Conference Lisle, IL	2	2006
Course Technology Conference - Orlando, FL	2	2005
Association of Collegiate Business Schools and Program Annual Conference – Washington, DC	2	2005
Shelly and Cashman Summer Institute at Purdue University – West Lafayette, IN	4	2004
ACBSP - Phoenix, AZ	2	2004

Two faculty members have received the PCCUA/AATYC Faculty Member of the Year. This honor was bestowed upon one faculty member in 1999 and 2006. The other faculty member was honored in 2004. The PCCUA/AATYC 2006 Outstanding Alumnus Award was also presented to a faculty member who teaches in the business management program. In addition, one faculty member serves as a site evaluator for the Association of Collegiate Business Schools and Programs.

External recognition for excellence in teaching is evident among the Business Management faculty members because several of them have been nominated for Who's Who Among America's Teachers. Some have been nominated more than once.

The number and utilization of full-time and part-time faculty are appropriate to meeting the program's goals. Table 3 reflects that the number of full-time and part-time faculty is sufficient to teach the 86 business management majors in 2006-07 and meet the program's goals. Of the seven full-time business faculty members, three taught all business management courses and four taught across the business curricula.

Table 3: Student Semester Credit Hours and Full Time Equivalency

SSCH AND FTE DATA 2006-2007								
Full-Time Faculty	Fall 2006			Spring 2007			Year Total	
	SSCH	Courses	FTE	SSC H	Course	FTE	SSC H	FTE
Carolyn Alexander	412	7	27.47	440	6	29.33	852	56.8
Martha Brothers	261	6	17.40	213	5	14.20	474	31.6
Carolyn Harper	69	1	4.60	51	1	3.4	120	8.0
Tracie Karkur	143	4	9.53	214	6	14.27	357	23.8
Nan Nelson	268	6	17.87	252	5	16.8	520	34.7
Monica Quattlebaum	408	7	27.2	387	7	25.8	795	53.0
Arnell Willis	99	3	6.60	90	3	6.60	189	13.20
Totals	1660	34	110.67	1647	33	110.4	3307	221.1

Accreditation-See Section 8 for accreditation verification.

6. COMPOSITION OF THE REVIEW COMMITTEE

The review committee was composed of people with diverse backgrounds and skills.

PCCUA

Dean and seven instructors

Faculty Gender: Six female, one male

Faculty Ethnicity: One African American, six Caucasian

Business Advisory Committee

Six Community/Business Leaders, Three Student Representatives

Committee Gender: Five females, four males

Committee Ethnicity: Three African Americans, six Caucasians

The Review Team had input from employer and internship supervisor surveys about the Business Management program.

OVERVIEW OF AAS IN BEHAVIORAL HEALTH (Questions 2-6)

OVERVIEW OF BEHAVIORAL HEALTH (AAS AND TC)

The Behavioral Health Program is designed to meet the needs of individuals who currently work and plan to pursue employment in health, social and human services. Students must participate in both in-class and on the job training. Competency in social and human service affairs, as well as writing, language and computer skills are emphasized. The program is offered on the Dewitt and Helena/West Helena campuses.

The program's current operating budget is adequate to assure program quality. Although funds are limited, as with most community colleges, our current operating budget is adequate to assure program quality based on a limited enrollment of students. During the spring semester, BH faculty and staff are asked to project budgetary need for the next academic year. The budget is reviewed and then submitted to the Vice Chancellor for Instruction. Recently, the requested budgets have experienced some cuts, but needed supplies, equipment and professional development opportunities have been funded with the assistance of funds from various grants (Carl Perkins, Title III, Student Support Services, and Achieving the Dream) and other instructional areas.

Physical facilities are adequate to sustain the program. Instructional space, classroom furniture and instructional technology are adequate to sustain the Behavioral Health program. Students also have access to break and vending areas, well lighted parking, and security patrol.

Helena Campus

Behavioral Health classes are generally scheduled in two main classrooms: L304 and L305. Each classroom is furnished with 15 long tables with two comfortable chairs per table. Both L304 and L305 are equipped with SMARTBOARDS, overhead projectors and a computer with internet access. Additionally there is a moveable television and VCR that is shared by the two classrooms. Students have access to library services for both day and evening hours with 10 internet accessible computers and printers available for use. Copy machines are also available for students in the Lewis Library.

DeWitt Campus

The classroom used for Behavioral Health classes on the DeWitt Campus is equipped with comfortable tables and chairs, a TV/VCR combination, and an overhead projector. The instructor has access to a laptop computer that is used for instruction in the classroom. Students on the Dewitt campus have access to the library and a computer lab during day, evening, and weekend hours.

Library Resources

Library resources appropriate to support the program are available and accessible to faculty and students. PCCUA libraries are open during all regular college operating hours which allow accessibility to Behavioral Health students and faculty during day, evening, night and limited weekends. Campus libraries in Helena/West Helena, DeWitt and Stuttgart offer the latest in technology, online catalog accessibility, inter-library loan with various regional universities, online access to a vast number of books, journals, magazines, relevant films and other databases. Library holdings consist of approximately 49,000 volumes found in PCCUA's three libraries: Lewis Library (36,088); Dewitt (5357) and Stuttgart (7288). (See Appendix C) Included in these traditional holding are more than one thousand volume related to Nursing/Allied Health. Also included are current materials and books, such as, the International Classification of Diseases, Clinical Modification and the Diagnostic, and Statistical Manual of Mental Disorders; professional health journals as well as a growing collection of electronic sources.

Student support and staff services are available. The Behavioral Health Program, as with all AA/AAS programs, has accessibility to student support and staff services. Some of the major student support services are (1) admissions, (2) academic advisement, (3) career guidance counseling, (4) financial and other student-aid, (5) registration and records, (6) student activities, (7) placement, (8) the Achieving the Dream Initiative and (9) Career Pathways. Most Behavioral Health students are non-traditional students who work full or part-time. To accommodate these students, a vast majority of the courses for this program are offered during the extended day, evening and weekend. Special efforts are made by the BH faculty, various service departments, division dean, advisors, and student success coordinators to insure that BH students have access to support and staff services afforded traditional students. Awareness is made to lessen or eliminate barriers to success and to help build characteristics of success by providing students with tutoring, early alert, assistance with time management and study skills. Referrals for community resources such as housing, counseling, childcare, and transportation are also provided.

Current instructional materials such as textbooks, current essays and articles, lectures, DVDs and videos, PowerPoint, and online video clips and exercises are utilized in instructional delivery. SMARTBOARD equipped classrooms enable the instructors to access a wealth of current and pertinent information. Instructors are required to document updates in instruction on the course syllabi in the teaching section of the Faculty Portfolios. One Hundred percent (100%) of practicum supervisors, in a 2008 telephone survey, expressed satisfaction with BH Practicum students placed with their organization.

2. SYNOPSIS OF SIGNIFICANT FINDINGS (AAS AND TC IN BEHAVIORAL HEALTH)

Program Strengths

The Behavioral Health Technology program was created to meet a community need to train paraprofessionals working in the behavioral health field. As evidenced by the employment of our graduates, we are meeting that need. The program has strong support of the Dean of Arts and Sciences, the Vice Chancellor of Instruction and Chancellor of the College. The faculty is composed of master's level and above instructors with experience in the field. The yearly rotation of specialized courses and the convenient time offering of the courses is designed for working students. The program has grown in the past several years. The number of graduates in the program over the past three years is 26

Program Concerns

1. PCCUA serves an area with a declining population.
2. Faculty need on-going professional development in the Behavioral Health field.
3. PCCUA has budget constraints
4. PCCUA has difficulty supplying enough graduates to meet the community need for geriatric services, social services, and mental health services.
5. Many of the Behavioral Health credit hours are difficult to transfer to a four year college.

3. PLAN FOR PROGRAM IMPROVEMENT-TIMELINE RECOMMENDATION

Several recommendations are needed for positive program change.

1. Collaborate with other two-year and four-year colleges that can help advocate for a Behavioral Health bachelors degree with more transferable courses from the two-year colleges with Behavioral Health programs. An on-going review of the Arkansas Course Transfer System that will benefit the PCCUA Behavioral Health Program and its students
Target Date: 2008-2010
2. Increase the marketing efforts for the Behavioral Health program by indicating and highlighting that the social services will expand with the growing elderly population, who are more likely to need adult day care, and other services such as medical crises support, meal delivery, teen pregnancy, homelessness, and services for people with mental disabilities, substance abuse issues, etc. Target Date: Ongoing and Continuous
3. Implement a yearly networking banquet for local and surrounding area behavioral health professionals and paraprofessionals. Target Date: Planned for Spring 2009
4. Join one or more professional organizations or associations which will allow collaboration and professional sharing of academic and professional information. Target Date: Planned for 2009.

4. STATUS OF PROGRAM IMPROVEMENT

The program is strong and becoming stronger. It is believed that expanding the program to Arkansas County has increased enrollment. The Department is looking for options for the AAS graduate to transfer what has been considered a terminal degree. There have been several colleges willing to accept the undergraduate work of PCCUA students. The efforts toward program improvement are ongoing. (See Question 4)

5. STUDENT MAJORS, STUDENT PLACEMENT, STUDENTS PURSUING ADVANCED DEGREES, FULL TIME FACULTY AND FTE FOR EACH PROGRAM, CHANGE IN PROGRAM ACCREDITATION, CERTIFICATION, OR LICENSURE STATUS

Student Majors

Technical Certificate and AAS degree graduates will find employment in their chosen field. Behavioral Health graduates are able to find employment in the field. Many graduates are employed in the Phillips County area after graduation. In Spring 2008, 3 of 5 students completing practicum placements were hired by their practicum supervisors. Counseling Services of Eastern Arkansas (CSEA) employs several Behavioral Health graduates. The Director of Forensic Services at CSEA stated in a 2008 telephone survey, “any student who applies with the Behavioral Health degree from PCCUA is definitely weighted more favorably for employment.”

Courses must be offered frequently enough so that students can complete the program in a reasonable period of time. All course required for the AAS Degree in Behavioral Health are offered at least once per academic year on the Helena/West Helena Campus and the DeWitt Campus. The Helena Campus and DeWitt Campus are on different rotation, so students in the program have at least two times per academic year to complete specialized courses in the program. See Table 4.

Table 4:Rotation Cycle

Behavioral Health SPECIALIZED COURSES Rotation by Campus:		
Course	Helena Campus	DeWitt Campus
BH 103 Health Care & Del.	Fall	Fall
BY 103 Intro to Ant & Phys.	Fall, Spring,Sum	Fall, Spring,
OT 113 Medical Terminology	Fall, Spring	Fall, Spring
BH 113 Chronic & Inf. Dis.	Spring	Spring
BH 123 Theories & Treat. Of Social Problems	Spring	Spring
BH 133 Beh. Health Issues	Fall	Spring
BH 143 Practicum in BH	Fall, Spring, Sum	Fall, Spring, Sum
BH 153 Practicum Seminar	Fall, Spring, Sum	Fall, Spring, Sum
PE 223 Health & Safety	Fall, Spring, Sum	Fall, Spring, Sum

Table 5 (below) outlines the frequency of offering specialized courses in Behavioral Health, the campus and average enrollment for each campus site. Additionally, two courses in Behavioral

Health are also offered as a part of the PCCUA Secondary Centers' Medical Profession Program. Enrollment for the Secondary Centers is also included in this table.

Table 5: Frequency and Average Enrollment

Behavioral Health Course Frequency and Average Enrollment				
Course Name/Number	Campus	Frequency of Offering Per Academic Year	Semester/Year Last Offered	Average Enrollment For Last Three Academic Years
Health Care Delivery BH 103	Helena	1	Fall 08	16.3
	DeWitt	1	Fall 08	9.3
	Totals	2	NA	25.7
Chronic and Infectious Disease BH 113	Helena	1	Spring 08	19.3
	DeWitt	1	Spring 08	6.0
	Totals	2	NA	23.5
Theories & Treatment of Social Problems BH 123	Helena		Spring 2008	14.7
	DeWitt	1	Spring 08	9.0
	Secondary CTR	5	Fall 08	43.0
	Totals	4	NA	
Behavioral Health Issues BH 133	Helena	1	Fall 2008	14.3
	DeWitt	1	Fall 08	9.3
	Secondary CTR	1	Spring 08	10.0
	Totals	3	NA	
Practicum in Behavioral Health BH 143	Helena	3	Fall 08	5.7
	DeWitt	3	Fall 08	2.7
	Totals	6	NA	2.8
Practicum Seminar in Behavioral Health BH 153	Helena	3	Fall 08	5.7
	DeWitt	3	Fall 08	8.0
	Totals	6	NA	4.6

Student Placement

Student enrollment in the behavioral health program is strong and appears to be increasing. The program was expanded to serve students in Arkansas County which has increased overall enrollment.

Table 6: Enrollment

Three-Year Behavioral Health Enrollment Fall 2005 – Sum 2008										
Total Enrollment in Targeted Courses	Fall 2005	Spring 2006	Sum 2006	Fall 2006	Spring 2007	Sum 2007	Fall 2007	Spring 2008	Sum 2008	TOTAL
BH 103	8	10	0	20	0	0	34	0	0	72
BH 113	0	31	0	0	28	0	0	21	0	80
BH 123	0	13	0	0	85	0	37	43	0	178
BH 133	38	0	0	40	1	0	30	12	0	121
BH 143	3	1	0	3	7	0	4	0	0	18
BH 153	3	1	0	0	7	0	4	7	0	22
COLLEGE STUDENT Enrollment in Targeted Courses	Fall 2005	Spring 2006	Sum 2006	Fall 2006	Spring 2007	Sum 2007	Fall 2007	Spring 2008	Sum 2008	TOTAL
BH 103	7	9	0	20	0	0	34	0	0	70
BH 113	0	23	0	0	28	0	0	20	0	71
BH 123	0	11	0	0	38	0	0	27	0	76
BH 133	11	0	0	28	1	0	30	1	0	71
BH 143	3	1	0	3	7	0	4	0	0	18
BH 153	3	1	0	3	7	0	4	7	0	25
HIGH SCHOOL STUDENT Enrollment in Targeted Courses	Fall 2005	Spring 2006	Sum 2006	Fall 2006	Spring 2007	Sum 2007	Fall 2007	Spring 2008	Sum 2008	TOTAL
BH 103	1	1	0	0	0	0	0	0	0	2
BH 113	0	8	0	0	0	0	0	1	0	9
BH 123	0	2	0	0	47	0	37	16	0	102
BH 133	27	0	0	12	0	0	30	11	0	80
BH 143	0	0	0	0	0	0	4	0	0	4
BH 153	0	0	0	0	0	0	0	0	0	0

Students pursuing an AA graduates will be able to transfer courses intended for transfer. PCCUA does not offer an AA degree in Behavioral Health.

AA and AAS degree graduates will exhibit effective reading and writing skills. Students who complete an AAS degree in Behavioral Health Technology are required to successfully

complete Freshman English I (EH 113) and Freshman English II (EH 123). Additionally, students must complete the Reading sequence (DS 103 and DS 123) with a “C” or above, or test out of Reading by earning a score of 19 or above on the ACT, 43 or above on the ASSET Reading Skills test or 82 or above on the COMPASS Reading Skills Test. Writing and reading opportunities are provided for students in a number of courses (PS 213, PSY 223, SY 213, SY 223) required in the BH Program. As a component of the Behavioral Health Practicum Seminar (BH 153), a final paper is required to provide students with an additional opportunity to exhibit their effective reading and writing skills. Finally, students must possess proficient reading and writing skills in their Behavioral Health Practicum (BH 143) placement. Some of the assignments include reading employee manuals, legal documents, and policy and procedure manuals. Writing requirements may include progress notes, case evaluations, and reports. **Technical certificate and associate degree graduates will have interpersonal skills needed to relate to others in a professional setting.** As part of the Behavioral Health Practicum that is completed the semester before graduation, students contract a Learning Plan with their practicum supervisor. One of the six goals in the Learning Plan is that the student will “demonstrate effective communication skills”. To accomplish this goal, specific objectives are also stated in the Learning Plan. The three objectives that specifically apply to interpersonal skills include:

- The student will demonstrate professionalism;
- The student will effectively use verbal and written communication;
- The student will apply the principle of confidentiality and privacy.

The student and the practicum supervisor then list specific tasks and skills that the student will perform to meet these objectives. The supervisor uses this Learning Plan at the end of the practicum to evaluate the student’s progress in the placement. When surveyed, practicum supervisors expressed 94% satisfaction with students’ interpersonal skills in the professional setting of their agency.

Students Pursuing Advanced Degrees

The length of the program enables students to achieve program objectives and to acquire knowledge and skills necessary for employment in the field or successful transfer to a four year college. The AAS degree in Behavioral Health Technology requires 64 semester credit hours. Full-time students who require no remediation can complete this program easily within four semesters.

The curriculum encompasses instructional materials, equipment, course and program content, and method and types of instructional delivery. The program curriculum reflects current practices in post-secondary education and the workforce. The Behavioral Health Program does encompass various methods and types of instructional delivery. The Behavioral Health practicum is a course that provides field experience in a professional setting. The practicum requires 120 hours of students doing volunteer work at an agency that provides behavioral health services. Students are closely monitored and supervised by a professional currently working in the field. Current textbooks, current essays and articles, lectures, DVDs and videos, PowerPoint, and online video clips and exercises are utilized in instructional delivery. SMARTBOARD equipped classrooms enable the instructors to access a wealth of current and pertinent information. Instructors are required to document updates in instruction on the course syllabi in the teaching

section of the Faculty Portfolios. One Hundred percent (100%) of practicum supervisors, in a 2008 telephone survey, expressed satisfaction with BH Practicum students placed with their organization.

Students who complete an AAS degree in Behavioral Health Technology are required to successfully complete Freshman English I (EH 113) and Freshman English II (EH 123). Additionally, students must complete the Reading sequence (DS 103 and DS 123) with a “C” or above, or test out of Reading by earning a score of 19 or above on the ACT, 43 or above on the ASSET Reading Skills test or 82 or above on the COMPASS Reading Skills Test. Writing and reading opportunities are provided for students in a number of courses (PS 213, PSY 223, SY 213, SY 223) required in the BH Program. As a component of the Behavioral Health Practicum Seminar (BH 153), a final paper is required to provide students with an additional opportunity to exhibit their effective reading and writing skills. Finally, students must possess proficient reading and writing skills in their Behavioral Health Practicum (BH 143) placement. Some of the assignments include reading employee manuals, legal documents, and policy and procedure manuals. Writing requirements may include progress notes, case evaluations, and reports.

Technical certificate and associate degree graduates will have interpersonal skills needed to relate to others in a professional setting. As part of the Behavioral Health Practicum that is completed the semester before graduation, students contract a Learning Plan (See Appendix B) with their practicum supervisor. One of the six goals in the Learning Plan is that the student will “demonstrate effective communication skills”. To accomplish this goal, specific objectives are also stated in the Learning Plan. The three objectives that specifically apply to interpersonal skills include:

- The student will demonstrate professionalism;
- The student will effectively use verbal and written communication;
- The student will apply the principle of confidentiality and privacy.

The student and the practicum supervisor then list specific tasks and skills that the student will perform to meet these objectives. The supervisor uses this Learning Plan at the end of the practicum to evaluate the student’s progress in the placement. When surveyed, practicum supervisors expressed 94% satisfaction with students’ interpersonal skills in the professional setting of their agency.

The length of the program enables students to achieve program objectives and to acquire knowledge and skills necessary for employment in the field or successful transfer to a four year college. The AAS degree in Behavioral Health Technology requires 64 semester credit hours. Full-time students who require no remediation can complete this program easily within four semesters.

The curriculum encompasses instructional materials, equipment, course and program content, and method and types of instructional delivery. The program curriculum reflects current practices in post-secondary education and the workforce.

The Behavioral Health Program does encompass various methods and types of instructional delivery. The Behavioral Health practicum is a course that provides field experience in a

professional setting. The practicum requires 120 hours of students doing volunteer work at an agency that provides behavioral health services. Students are closely monitored and supervised by a professional currently working in the field.

Current textbooks, current essays and articles, lectures, DVDs and videos, PowerPoint, and online video clips and exercises are utilized in instructional delivery. SMARTBOARD equipped classrooms enable the instructors to access a wealth of current and pertinent information. Instructors are required to document updates in instruction on the course syllabi in the teaching section of the Faculty Portfolios. One Hundred percent (100%) of practicum supervisors, in a 2008 telephone survey, expressed satisfaction with BH Practicum students placed with their organization.

Table 7: Graduates

Behavioral Health Technology Graduates Last Three Years		
2006	2007	2008
4	11	11

The AAS degree graduates exhibit effective reading and writing skills. Students who complete an AAS degree in Behavioral Health Technology are required to successfully complete Freshman English I (EH 113) and Freshman English II (EH 123). Additionally, students must complete the Reading sequence (DS 103 and DS 123) with a “C” or above, or test out of Reading by earning a score of 19 or above on the ACT, 43 or above on the ASSET Reading Skills test or 82 or above on the COMPASS Reading Skills Test. Writing and reading opportunities are provided for students in a number of courses (PS 213, PSY 223, SY 213, SY 223) required in the BH Program. As a component of the Behavioral Health Practicum Seminar (BH 153), a final paper is required to provide students with an additional opportunity to exhibit their effective reading and writing skills. Finally, students must possess proficient reading and writing skills in their Behavioral Health Practicum (BH 143) placement. Some of the assignments include reading employee manuals, legal documents, and policy and procedure manuals. Writing requirements may include progress notes, case evaluations, and reports.

Technical certificate and associate degree graduates have interpersonal skills needed to relate to others in a professional setting. As part of the Behavioral Health Practicum that is completed the semester before graduation, students contract a Learning Plan (See Appendix B) with their practicum supervisor. One of the six goals in the Learning Plan is that the student will “demonstrate effective communication skills”. To accomplish this goal, specific objectives are also stated in the Learning Plan. The three objectives that specifically apply to interpersonal skills include:

- The student will demonstrate professionalism;
- The student will effectively use verbal and written communication;
- The student will apply the principle of confidentiality and privacy.

The student and the practicum supervisor then list specific tasks and skills that the student will perform to meet these objectives. The supervisor uses this Learning Plan at the end of the practicum to evaluate the student's progress in the placement. When surveyed, practicum supervisors expressed 94% satisfaction with students' interpersonal skills in the professional setting of their agency.

The length of the program enables students to achieve program objectives and to acquire knowledge and skills necessary for employment in the field or successful transfer to a four year college. The AAS degree in Behavioral Health Technology requires 64 semester credit hours. Full-time students who require no remediation can complete this program easily within four semesters.

The curriculum encompasses instructional materials, equipment, course and program content, and method and types of instructional delivery. The program curriculum should reflect current practices in post-secondary education and the workforce.

The Behavioral Health Program does encompass various methods and types of instructional delivery. The Behavioral Health practicum is a course that provides field experience in a professional setting. The practicum requires 120 hours of students doing volunteer work at an agency that provides behavioral health services. Students are closely monitored and supervised by a professional currently working in the field.

Full Time faculty and FTE for Each Program

Both full-time and part-time faculty members are academically and professionally qualified and maintain expertise appropriate to their teaching responsibilities.

The faculty has the academic credentials and experience to accomplish program goals. The Behavioral Health Program currently has three full-time Phillips Community College of the University of Arkansas (PCCUA) employees. All three instructors possess a master's degree or higher. PCCUA annually reviews the performance of faculty members. Each portfolio is evaluated by two instructors within the Art and Sciences Division, one instructor outside the division, and the dean of the division. Student Evaluation of Instruction surveys are also completed twice a year and the average results are included in the Teaching- Instructional Delivery part of the portfolio. The instructor meets individually with the dean to discuss the results of the portfolio and the results of the Student Evaluation. The portfolio consists of four major areas: Teaching (Instructional Delivery and Design), College Service, Professional Development, and Community Service. Faculty ratings in these four areas are combined to produce an Overall Composite Rating. The Behavioral Health instructors earned an average Overall Composite Rating of 4.86 out of a possible 5 on the 2007 Annual Faculty Evaluation.

The number and utilization of full-time and part-time faculty are appropriate to meeting the program's goals. All specialized Behavioral Health courses, which include Health Care and Delivery, Chronic and Infectious Disease, Behavioral Health Issues, Theories and Treatment of Social Problems, and the Practicum and Practicum Seminar, are taught by the full time Phillips Community College Behavioral Health instructors and staff. Medical Terminology, which is included in the list of specialized course requirements, is taught by a master's level full-time instructors from the Division of Business and Information Systems. Additionally, Health and

Safety (PE 223) is taught by a full-time instructor from the Arts & Sciences Division who holds a Masters degree in Physical Education.

Table 8: Faculty Education

Table 1 Behavioral Health Instructors		
Name	Highest Degree Held	Major
Catherine McKinney	Masters of Science	Social Work
Naomi Borchert	Masters of Science	Sociology
Leroy Cook	Masters of Science	Rehabilitation Counseling

A summary of Behavioral Health faculty utilization, student semester credit hours generate and the full-time enrollment equivalency is outlined in Table 9.

Table 9: Student Semester Credit Hour and Full Time Equivalency

SSCH AND FTE DATA BY FACULTY 2006 – 2007									
FACULTY	FALL 2007			SPRING 2008			YEAR TOTAL		
	SSCH	COURSES	FTE	SSCH	COURSES	FTE	SSCH	COURSES	FTE
CATHERINE MCKINNEY	381	7	25.4	297	7	19.8	678	14	45.2
NAOMI BORCHERT	369	10	24.6	219	9	14.6	588	19	39.2
LEROY COOK	45	1	1	102	3	6.8	147	4	7.8

6. COMPOSITION OF THE BBHAVIORAL HEALTH TECHNOLOGY PROGRAM REVIEW COMMITTEE

The review committee is composed of people with diverse skills and backgrounds.

PCCUA

Dean and Three Instructors

Dean and Faculty Gender: Two female, One male

Dean Faculty Ethnicity: Two African American, Two Caucasian

Behavioral Health Advisory Committee

The Review Team had input from employer and internship supervisor surveys.

7.MODIFICATION TO ACADEMIC REVIEW PROGRAM REVIEW PLAN

An undated academic program review has been included. This has been established and is modified by the PCCU Instruction and Curriculum Committee.

Table 10: Academic Review Schedule

Academic Year	Certificate of Degree Program
2008-2009	Nursing, AND(AAS)-Self Study with NLNAC
2009-2010	Early Childhood Education(CP,TC,AAS) Graphics
2010-2011	ALS and AS General Education Studies (AA) Maintenance and Mechanics (TC)
2011-2012	Advanced Manufacturing (CP, TC, AAS) Cosmetology
2012-2013	Office Technology (AAS)
2013-2014	MLT (AAS,TC) Information Systems Technology (CP,AAS)
2014-2015	Practical Nursing (TC)
2015-2016	Networking Technology(AAS)
2016-2017	Drafting Welding(CP, TC)
2017-2018	Behavioral Health (CP.TC, AAS) Phlebotomy (TC)

8. LETTER FROM EXTERNAL ACCREDITING AGENCY

The only program review requiring external accreditation is Business Management. The Board of Commissioners of the Associate Degree Commission met on November 16-17, 2005, and accepted the PCCUA Quality Assurance Report.

PCCUA is fully accredited and the next and the next Quality Assurance Report is due by August 31, 2007. However, since this is the Division Self Study year, the next letter will be sent after the Self Study is submitted and feed back is provided in 2009.

January 8, 2006

Dr. Steven Murray
Chancellor
Phillips Community College of the University of Arkansas
1000 Campus Drive
Helena, Arkansas 72342

Dear Chancellor Murray:

The Board of Commissioners of the Associate Degree Commission met on November 16-17, 2005, and accepted your Quality Assurance Report.

Since you are fully accredited, your next Quality Assurance Report is due by August 31, 2007. You are scheduled for a reaffirmation in 2009.


Please respond to the following in your next Quality Assurance Report:

Provide justification for exceptions and update faculty composition for the next QA report.

Performance measures, measurement instruments, and analysis are all good. The board recommends further expansion from core competencies into individual program competencies/assessment.

ACBSP is looking forward to a continued relationship with Phillips Community College of the University of Arkansas in providing quality business programs for your students. We are happy to have you as one of our valued members.

Sincerely,



Steve Parscale
Director of Accreditation

Cc: Ms. Linda Killion, Dean Business and Information Systems