ACADEMIC AUDIT

Home Manager Technical Certificate

SELF STUDY REPORT

Submitted to the Tennessee Board of Regents
For an Academic Audit Review

Education Department
Southwest Tennessee Community College
737 Union Avenue
Memphis, Tennessee 38103

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I. INTRODUCTION

This self study report supports the 2009 Academic Audit of the Home Manager Technical Certificate program at Southwest Tennessee Community College. The Home Manager Technical Certificate program is housed within the Education Department, which is part of the Liberal Studies and Education Division. The Home Manager Technical Certificate program contains courses which were specifically designed to provide basic knowledge and skills required for a student’s employment as a Home Manager. The title Home Manager refers specifically to the formally designated management position within a residential group setting which serves developmentally delayed adults. This program was first established at Southwest Tennessee Community College in September of 2002. Full financial aid for virtually all matriculating technical certificate students has been provided by the West Tennessee Regional Office for Mental Health and Mental Retardation (WTRO). Enrollees, seeking state reimbursement for coursework, must be currently working for a provider who supports the Remedial Order class members. Also a student, seeking state reimbursement for this technical certificate coursework must have a letter of recommendation from a current employer. This financial support was made available to qualifying students via WTRO as a direct result of the United States vs. State of Tennessee (Arlington Developmental Center) Western District of Tennessee, Civil Action No. 92-2062-M1/A. In 2001, the court monitor insisted that the mandated training required in the court order be provided by a Tennessee community college. The Home Manager Technical Certificate at Southwest is the result of that mandate to the state of Tennessee.

The Department of Education encompasses eight academic disciplines: Early Childhood Education, Education, Health, Health and Physical Education, Human Services, Physical Education, Special Education and Substance Abuse Counseling. The department currently has seven full-time faculty members and also employs a large number of adjunct faculty members per semester. One full-time faculty member is currently assigned three hours of release time per semester to serve as coordinator of this technical certificate. That faculty member is a full-time professor of Human Services but does not teach in this program because she lacks the academic background in special education. Four adjunct faculty members provide classroom instruction for this curriculum. Each adjunct faculty member holds a Master’s degree in Special Education or in a closely related area. All four adjuncts currently serving this program at Southwest are active participants in professional and community organizations and are considered leading advocates and experts in the field. Program faculty members were chosen from a field of applicants through a collaborative review effort between the WTRO and the Southwest Technical Certificate Coordinator in order to ensure content competency as well as teaching proficiency.

The role and scope of the Home Manager Technical Certificate is captured in the program’s mission statement: “The Home Manager Technical Certificate Program will anticipate and
respond to the educational needs of employers and higher education institutions in Shelby County, the state of Tennessee, and the surrounding region as we prepare students to acquire and demonstrate the knowledge and skills associated with the best of current professional home managerial practices which will, in turn, ensure quality services and supports for persons with developmental disabilities, specifically within a residential group home setting.”

Thirty-one were enrolled in the Home Manager program in fall semester of 2008. Of those 31 students, 29 identified their race as African American. Home Manager courses are currently provided only at night on the Macon Cove campus at Southwest. This evening schedule is effective since virtually all of the program’s students are working in provider agencies during the day and prefer the evening classes. Across the most recent academic years of 2005-2006, 2006-2007 and 2007-08, there were a total of 57 program completers. Each of the 57 graduates was registered with Southwest’s Career Service office, and job placement data for these graduates showed that 100% of these recent graduates were placed in the field. Since the program began operation in fall semester of 2002, the program has awarded certificates to a total of 131 students.

II. OVERALL PERFORMANCE

This section provides a summary of the findings for Focal Areas 1-5 and an analysis of the adequacy of the Home Manager Technical Certificate (HMTC) program resources.

In the first focal area of learning objectives, one strength identified is that the HMTC learning objectives for each of the five courses have been clearly developed and defined. Currently an active, ongoing effort is being made to develop program objectives which will be made available to the academic program auditors during the spring visit. This important process of defining objectives involves an ongoing, collaborative effort among administrators at the West Tennessee Regional Office, the adjunct instructors, students and the program coordinator. Program objectives will be chosen from the collection of course objectives for the five required courses making up the major and will be those course objectives that are deemed most important for a student to know or be able to do at the completion of the program. Changes to the program, such as course titles, have been made when evidence existed to indicate that those changes would be beneficial for Southwest students. These changes are always formally approved through the Curriculum Committee, the Department Chair, the Dean of Liberal Studies and Education, and ultimately the Provost. One improvement need that was identified through the self study process is the need for more program involvement of faculty adjuncts as a group. In addressing this need, formal workshops for the adjunct faculty members are planned for October 2009 and a similar workshop for April 2010. These workshops will serve the dual purpose of informing and involving the adjuncts more intentionally in the decision-making process for this program, specifically in defining or modifying program and course learning objectives. These gatherings will also be used to instruct and update adjuncts in departmental policy and practice.
In the second focal area of curriculum, one program strength is that the curriculum is the product of a collaboration of faculty plus top level administrators at the West Tennessee Regional Office of Mental Health and Mental Retardation. The WTRO funds the majority of the program’s students, and the agency’s ongoing involvement, assessment and approval are essential to program success. Another strength is the revitalization of the Home Manager Advisory Board which was initiated in the spring semester of 2008. An active Advisory Board is essential in affirming the soundness of the current curriculum, communicating best practices in the field and for suggesting avenues for program improvement. Designing and organizing HMTC curriculum involved identical processes as those currently being used for the establishment of program learning objectives. Any decisions regarding changes or updates in curriculum are based on evidence and on considerations about the best way to prepare students for successful employment as home managers. The out-of-classroom internship experience is designed to be a culmination experience of the program and appears to be functioning effectively for that purpose.

One strength of the program in the third focal area of teaching and learning is that there is a process in place whereby the department head conducts classroom visitations for the purpose of assuring that instructors are using effective teaching strategies, that the classroom environment is nurturing and learner-centered, and that learning objectives are addressed in an effective way. Instructional methods include traditional lectures, discussion, research/action projects, out of class extra credit assignments, oral classroom presentations, on-site agency observations, a field based portfolio project, term papers, outside readings and a topic search which requires computer usage, which are all used generally to engage students’ learning and specifically to attempt to increase students’ effective writing skill levels. A weakness in this focal area identified through the self study concerns the adjunct faculty in the HMTC program. Each instructional staff member in this program is currently an adjunct. Although the adjunct staff members have the requisite academic credentials and exceptional resumes detailing professional clinical service as Home Managers, one concern is that knowledge of content does not always translate into effective teaching strategies. In answer to this concern, the department will implement two professional workshops specifically for this group of instructors during the upcoming academic year. Adjunct program faculty will also be encouraged to participate actively in the College’s many faculty development opportunities.

In the fourth focal area, that of assessing student learning, multiple methods are in place for assuring that students are achieving the learning objectives. These methods include student oral and written reports, self reflection activities, objective and essay examinations, student portfolios, and internship experiences. Faculty members in this program believe that continuous assessment is important. It is believed that the clinical experience, in particular, provides the culminating opportunity for faculty’s assessment of students’ mastery of best professional practices as well as to confirm student competency in key areas.

The HMTC program has been involved in the on-going systematic quality assurance efforts at Southwest which include SACS and other Institutional Effectiveness requirements. The
college’s Institutional Effectiveness (IE) planning process is used to document the performance of students as well as the breadth and depth of the curriculum. Further, student evaluations of faculty are used in partially documenting teaching effectiveness. One concern is that although adjunct faculty members participate in the student evaluations of faculty, adjunct faculty are not required to complete a faculty development plan (FDP). A plan is being proposed to work with these adjunct faculty members in order to help them develop specific professional goals and actions for improvement. This would be an additional focus of the fall 2009 workshop with the adjunct faculty which would be led by the program coordinator and department head. This will encourage and require systematic quality for the HMTC program through the intentional development, implementation and assessment of the adjunct faculty member’s selected individual professional goals. This process will begin in October, 2009.

The HMTC program receives financial support at the level of three hours of release time for a program coordinator during each semester, and salary at the adjunct level on an as-needed basis across fall, spring and summer semesters. However this level of financial and facilities support is not enough for the continued needs of this growing program. The program’s history of enrollment and graduation rates merits additional institutional support. While the college provides adequate technological support, there is a concern with personnel. Program administrators are in agreement regarding the need for this position. The addition of a trained faculty member with full-time status is a priority and will be carried out whenever funding becomes available.

Since 2002, the Home Manager program at Southwest has been the local college program for training currently employed home managers as well as training those who aspire to become home managers. This program is a direct result of the court case entitled United States vs. State of Tennessee. Since the program began in 2002, Southwest has awarded 131 graduates with this certificate. In the past three academic cycles, 57 students have graduated. Southwest’s Career Service Office indicated that job placement rate for these three academic years is 100%.

Faculty and others who collaborated together in the self study effort found the process to be useful for measuring and improving the HMTC program. This self study process was faculty driven. Two meetings were held with all currently employed adjunct faculty during the 2008 fall semester at the West Tennessee Regional Office of Mental Health and Mental Retardation in order to clarify needed program updates and concerns. Administrators at the WTRO were also present to make their observations and aspirations for the program known. The focus of these meetings was to review the entire curriculum and to assess and determine any changes that were agreed to be essential for program improvement. Implementation dates for those improvements were established at that time. Faculty follow-up included providing the program coordinator at Southwest with 1) copies of current syllabi, 2) specific changes (new texts, added or deleted content) which were expected to be implemented no later than fall, 2009 and 3) suggested official statements for Southwest use for HMTC program outcomes. The HMTC program has begun implementing improvements derived from the Self Study.
III. PERFORMANCE BY FOCAL AREA

Focal Area 1: Learning Objectives

1.1. Process for Developing Program Learning Objectives

Course and thus program learning objectives are developed by employing strategies that are evidence-based and relevant to emerging trends in the field. Evolving practices and challenges in the field expressed by the practitioners influence how faculty members define what students should be able to do and to know. These primary stakeholders influence the process in the development of learning objectives. Learning objectives are also developed from the content of textbooks and in collaboration with other respected clinical and academic professionals in this field.

Student learning objectives have been explicitly defined for each course in the Home Manager Technical Certificate and are listed on the standardized course syllabi. The objectives for the program are currently being derived from the objectives for the required courses that make up the major. These program outcomes will represent the collection of course outcomes that are deemed most important for a student to successfully demonstrate before the completion of the program. Defining the course learning objectives in 2002 involved a collaboration of a Home Manager Advisory Board established by the Court Monitor, Dr. Nancy Ray, and also included the current Southwest Coordinator of the Home Manager program. This group of clinical professionals, along with state consultants to the West Tennessee Regional Office (WTRO) of Mental Health and Mental Retardation and special education consultants from the University of Memphis convened periodically to exchange ideas and collaboratively make decisions about the HMTC learning objectives, ideal course sequence, recommended textbooks, recruitment student strategies, academic advising and other program issues as they were understood at that time. It is important to remember that this training program was mandated by the Court Monitor, Dr. Nancy Ray, to be provided to the community under the sponsorship of a community college. Southwest was selected for that honor. Also at that time, Dr. Ray’s learning objectives had to be met and were the primary focus of this curriculum development process. Dr. Tom Buggey from the University of Memphis, a state paid curriculum consultant, took the lead role in this process. This was the only program of its kind, at that time, in the United States so Southwest was a pioneer in developing best practices for the specific purpose of training home managers in a community college setting.

Course learning objectives are clearly communicated to students on all course syllabi for the courses making up this program. Employers and other stakeholders always have access to information regarding this program through Southwest program advertising efforts as well as through the brief program description located in the current college catalog. Further, when students are sent to complete internships at appropriate service providers, the mentor supervisors receive communication from the instructor specifying prescribed learning objectives. Feedback
from the service providers gives the instructor information regarding the student’s performance competency level and data on which to base their grade.

To this point, the development of learning objectives for the HMTC program was not instituted at the program level but confined to individual courses. However the Academic Audit process brought attention to the need to develop program learning outcomes. A list of program outcomes will be developed as a subset of the collection of all the course outcomes and will be made available to the Academic Audit Team for their review at the upcoming spring audit on-site visit.

1.2 Evidence-Based Learning Objectives

Faculty operate within the following framework and guiding principles when analyzing and developing learning objectives: 1) alignment of the learning objectives with the program stipulations in the court order under Dr. Nancy Ray’s mandate, 2) evidence as a basis for learning objectives and 3) unique, local considerations that impact the development of learning objectives and curriculum. Southwest instructors believe that the objectives derived from the federal court mandate explicitly and effectively direct faculty to prepare students to acquire and demonstrate appropriate practices in a group home setting for developmentally delayed adults within which a home manager is expected to function. As evidence and research exist to show that changes are needed to better prepare HMTC majors, modifications have been implemented. This practice of making program improvements as the need arises will continue. One example of such a change was in course titles. The original titles of five program courses were changed upon recommendation from the advisory board, in order to utilize updated professional language. The updated course titles more clearly communicated course content of the five courses included in the curriculum for those who might be interested in the HMTC program. The changes were overseen and approved by the College’s Curriculum Committee, the Department Chair and the Dean of Liberal Studies and Education. Final approval lies with the Provost of Southwest. An ongoing process has recently been put into place in which the adjunct faculty, the program coordinator and WTRO officials are collaboratively developing program objectives, reviewing all course learning objectives and considering the selection of new textbooks for the 2009-10 academic year. Textbook review was prompted by the adjuncts’ expressed concern that the most updated text selections available in the field should be used in this curriculum.

1.3 Best Practices for Learning Objectives

This program is essentially establishing best practices for curriculum development and implementation, as Southwest was the first in the nation to implement a curriculum of this nature. However stakeholders such as adjunct faculty, community clinical professionals, advisory board members, state paid consultants from the University Memphis with special education training and many others have given their input into the development of this technical certificate. Current research and best clinical practices have been drawn from available comparable professional sources for application within this program. Since the beginning of this
program in 2002, a similar program has been implemented at Jackson State Community College using the Southwest curriculum. Currently on-going professional meetings are held in order to assess learning objectives and to adapt if necessary to meet changing training needs.

*Improvement Needs for Focal Area 1*

Throughout the self study process, adjuncts stated that they wanted more involvement with developing the program and course learning objectives. This request demonstrates a need for the department to have in place a more formal means of communicating with adjunct faculty in order to discuss learning objectives and other departmental issues on a regular basis. Clearly departmental learning objectives need to be periodically reviewed and updated if needed. Since the adjunct faculty members serve as the entire instructional faculty for the program, their involvement is absolutely critical.

Regular meetings between Southwest program coordinator and the program’s adjunct faculty will help to enable the necessary periodic reviews. *To address this need to establish a more formal means in which the college coordinator communicates with the adjunct faculty, a plan has been proposed to have formal meetings of adjuncts with the Department Head and Program Coordinator in the fall semester and in the spring semester of the upcoming academic year in order to inform instructors on departmental policy and to involve them in the decision-making process for the updating of course and program learning objectives.*

**Focal Area 2: Curriculum and Co-Curriculum**

2.1 Faculty Collaboration on Curriculum Design and Improvement

The curriculum in the Home Manager Technical Certificate program at Southwest is derived directly from the learning objectives. Southwest adjunct faculty members collaborate internally and also collaborate with other higher education institutions across the state in sharing what is taught and from what perspective. Collaboration with a University of Memphis faculty member who heads the Disabilities Bachelor of Professional Studies degree has been ongoing for over two years. The focus of this collaboration is to develop a certificate + associate degree plan at Southwest that would in turn be acceptable at the University of Memphis for a student at third year (junior) status, with all courses from Southwest transferring into the Disabilities BPS degree program. All instructional personnel in the program continue to be guided by any college transfer and local considerations that impact the specific curriculum and students. Decisions related to curriculum and co-curriculum are driven by the desire to better serve students in preparing them for the home management career.
2.2 Course Content and Sequencing to Achieve Learning Objectives

The course inventory in Home Manager Technical Certificate consists of 5 courses. All are required for graduation. Students must complete SPED 1100 (Support Plan Development) and SPED 1200 (Issues of Adult Diversity) before taking SPED 1300 Quality of Life Issues and SPED 1400 Basic Home Management. The SPED 1540 (Frontline Supervisor Internship) course is considered to be the culminating experience in which students must demonstrate their knowledge in and ability to apply what they have learned. However SPED 1540 may be taken concurrently with SPED 1300 and SPED 1400 per student request, if the instructor gives permission.

Out-of-classroom activities complement the curriculum. Beyond the classroom, students in the HMTC have one internship experience that shapes the student’s learning. In this clinical experience, students must give evidence of the understanding of the basic skills expected of a Home Manager in a residential setting for developmentally delayed adults. This clinical experience requires a considerable amount of observation within the confines of this specialized environment.

2.3 Soundness of Curriculum, Including Best Practices

Sources beyond the Southwest faculty are continually used for designing and improving the curriculum. The initial content provided in the courses was driven by court order and through input from administrators at the West Tennessee Regional Office for Mental Health and Mental Retardation (WTRO). WTRO is the state organization responsible for funding students who are eligible for free training as a result of the court order. Students are screened by the WTRO for this financial assistance, although an individual from the general public can enroll at his own expense. As a result, collaborating and meeting expectations in accord with Dr. Nancy Ray’s mandate and the WTRO administrators continues to be paramount.

Curricular and co-curricular requirements as well as the reasoning behind these requirements are communicated to students through faculty in their classes as well as through staff at the WTRO. The program’s requirements and descriptions of specific special education (SPED) courses are published in both the 2008-2010 college catalog and on the Department of Education’s website (www.southwest.tn.edu/academics).

The curriculum and co-curriculum of the HMTC program is reviewed annually, and a plan is now in place to review the program formally twice a year beginning in the fall semester of 2009. Any changes will be presented at the annual Home Manager Advisory Board prior to sending these requested changes to Southwest’s Curriculum Committee for approval. All adjunct faculty in the Home Manager program, the Program Coordinator, the Department Chair and the Dean of Liberal Studies and Education are strategic participants in this process.
**Improvement Needs for Focal Area 2**

Adjunct faculty members need department-sponsored professional development opportunities for the purpose of consulting with and gaining knowledge from others outside the college. This program relies completely on adjunct faculty’s personal and professional knowledge of the special education field drawing specifically on their expertise in the special challenges of the home manager role. Although the adjunct faculty members teaching in the program are highly qualified and are motivated, there is still reason for this to be an area of concern that might be considered for improvement. There is also a need to strengthen and diversify adjunct instructional strategies. The department employs a number of measures to ensure that all faculty meet quality standards of the college by requiring that an instructor hold a degree in special education or closely related field, social work for example, and have extensive clinical experience working with developmentally delayed adults. However knowledge of content and clinical skills does not always translate into effective teaching strategies. There is, therefore, a need to develop professional development opportunities for adjuncts in which they are given instruction on how to teach. Further, there is a need to effectively communicate such opportunities to adjuncts. The coordinator believes that the workshops planned for 2009-10 will address this need for professional development while also allowing time for valuable communication among the adjuncts teaching in this program. *Adjunct faculty need to be informed of, and encouraged to participate in, some of the numerous professional development opportunities that are offered on Southwest campuses throughout the year. Some of these opportunities are offered through the Center for Faculty Development, the Center of Emphasis, and the Summer Institute. These sessions provide information on best teaching practices and on many other topics of interest for instructors that might strengthen teaching skills.*

**Focal Area 3: Teaching and Learning**

**3.1 Focus on Teaching and Learning**

Teaching and learning have a high priority with the Department of Education and the Home Manager Technical Certificate program. Instructors use effective teaching strategies, the classroom environment is nurturing and learner centered, and the learning objectives are addressed effectively. The traditional lecture approach is often complemented with the use of material from content-relevant websites. Program emphasis placed on teaching and learning is emphasized by its focus on instructor evaluations. All adjuncts receive feedback regarding their teaching effectiveness from their student evaluation of faculty IDEA packets distributed to them by the Department Head. Through use of the IDEA evaluations, each instructor and course may be reported in relation to national and discipline-related norms. The most recent assessment indicates that Southwest has quality adjunct faculty members with none in the program showing a deficit in professional expertise. Although there is some concern that students have timely
access to adjunct instructors, college services include student email as a free service to all students. Use of email is promoted and is considered valuable in that it allows students more timely access to their instructors.

3.2 Use of Instructional Methods and Materials for Mastery

Faculty members within this program use a variety of instructional delivery methods to engage students. Among the teaching strategies used by the faculty are traditional lecture, group discussion, outside speakers, writing assignments, oral presentations and web assignments.

Program and course learning objectives are consciously considered when deciding which teaching methods should be used in these courses. Faculty members require students to visit and observe several group home residential settings over the course of the program. This enables students to observe and assess diverse and effective ways that residential managers may use in operating a home for developmentally delayed adults.

The libraries at Southwest offer a significant number of support documents in the form of electronic data bases, periodicals, journals and computer laboratories for instructional use. Each of Southwest’s centers offer library services, which provide community-based access to these resources.

In regard to computer-assisted instruction, some adjuncts are only beginning to utilize computer and internet resources to support their course content and instruction. A need to incorporate the computer and its resources more consciously into the teaching and learning components of the program exists and will become more intense as providing on-line course instruction for the HMTC program is explored.

3.3 Collaboration in Design and Delivery of Teaching-Learning Process

Sources beyond the Southwest Home Manager adjunct faculty are used in selecting teaching practices. The advisory board and agency supervisors of home manager internship students are critically important community stakeholders who provide feedback to the instructors and program coordinator as to what teaching strategies are effective.

Best practices in teaching are identified and used by faculty in the Education Department for improving teaching. The department chair orders and distributes a pamphlet called *The Professor in the Classroom* for all full-time and adjunct faculty members in the department. This monthly pamphlet offers insight into best practices in the classroom and suggests ways to improve communication with students. Faculty also report actively seeking input directly from students about their teaching methods. Student input is provided each semester to the instructors through comments provided on their IDEA evaluations.
Improvement Needs for Focal Area 3

An improvement need for Focal Area 3 is the same need as in Focal Area 2. There is a need for adjunct faculty to participate in program-sponsored professional development opportunities that will enhance teaching and instruction strategies.

Focal Area 4: Student Learning Assessment

4.1 Key Quality Indicators for Learning Objectives

The principal technique for assessing student accomplishment of the learning objectives for this program is the objective examination at the course level. In addition, essay questions are used to enhance and assess student writing skills. The internship course relies on assessment by supervisors at the placement site. Reflection papers are also used to capture a student’s experience. Faculty members use a variety of instructional methods to assess student learning. Among the methods of classroom assessment are oral reports, written assignments, objective and essay examinations, experiential learning and feedback reports from site supervisors for those students engaged in the internship course. Another assessment tool for these courses is the student survey which provides instructors with students’ opinions of their courses and effectiveness of teaching.

Students graduating in the Home Manager Technical Certificate program do not take a major field exit exam. However a quality indicator for learning objectives for the certificate program students is the in-depth project created in the capstone course SPED 1540. Student achievement of the various stated course learning objectives is also measured in each required course in the program using the multiple measures described in section 4.4.

Students offer verbal feedback on the value and effectiveness of the program. Further, the placement rate of students is high. Placement of the graduates over the life of this program is 100%, indicating a high level of on-going employer satisfaction with program graduates and lending professional credibility and evidence for this program’s reputation as a quality education and training site.

4.2 Best Practices for Assessing Student Learning

Sources beyond the faculty are also consulted when designing assessments of program learning objectives. Outcome assessments required by the Court Monitor and the administrators of the WTRO are consistently addressed. Annual meetings with the newly enhanced Advisory Board are expected to provide an assessment of the performance of the program and leading to recommendations for curriculum enhancements.
4.3 Continuous Assessment-Based Program Improvements

Findings of assessment data are used to continually improve the curriculum and teaching practices. For example, students in the internship course are expected to exhibit program knowledge, skills and values. At the end of the internship course, those competencies are documented on an evaluation sheet that is first confidentially shared with the internship professor and then with the student. Southwest relies on both the verbal communication and this written assessment data from the mentor supervisor in the assessment of course learning objectives. This information in turn is used for program improvement.

Instructors in the Home Manager program find that continuous assessment is critical in ensuring that students are mastering the program competencies through a proper balance of exposure to theory and facts in the classroom and in practical experiences in internship beyond the classroom. Clinical experiences embedded in the four “content” courses combined with the internship course provide ongoing objective assessment of students’ mastery of developmentally appropriate practices and confirm students’ competency in key areas. As a result of the prescribed clinical experiences, students are keenly aware of their strengths and weaknesses and are better prepared for promotion to the position of home manager. Results from the students’ internship evaluations help the program coordinator determine areas in which students have successfully mastered program materials and further help to determine which areas of teaching and curriculum need improvement. Program improvements are made as necessary on an ongoing basis through the use of the results of these internship evaluations.

4.4 Multiple Measures in Assessing Learning and Program Effectiveness

The HMTC program measures learning effectiveness by employing a variety of evaluation methods of student learning. Among the methods of assessing learning and program effectiveness are oral reports, written assignments, objective and essay examinations, experiential learning and feedback reports from site supervisors for those students engaged in the internship course. The frontline internship course serves as a capstone course for the Home Manager certificate program. This is the course in which a student demonstrates to their agency mentor and college instructor that the necessary knowledge and skills to be considered competent as a home manager have been gained.

Regarding the assessment of program effectiveness, major employers represented on the Advisory Board have the opportunity to review and provide feedback on various program components. Also feedback from the internship performance of individual students by their supervisors indicates the existing level of program graduates’ proficiency. One improvement need for the program is a commitment to further search for existing benchmarks and best practices from professional associations which might strengthen student learning and program effectiveness.
Improvement Needs for Focal Area 4

One opportunity for improvement is for additional research into any existing benchmarks and best practices from professional associations to strengthen learning and program effectiveness.

Focal Area 5: Systematic Quality Assurance

5.1 Commitment to Continuous Quality Improvements

Quality assurance is an ongoing practice and is given high priority within the HMTC program. As evidence of this priority, the program continuously seeks input from key external groups, such as its Advisory Board and the clinical and academic professionals with whom the Southwest HMTC program faculty and administrators interact. From a different perspective, the program and department personnel assure quality of instruction through the professional development and annual course review for each adjunct faculty member. Finally the program assures quality through its ongoing curriculum reviews and evaluations of student performance.

Since there are no full-time instructional faculty members assigned to this program, the coordinator shares the advising role with the full-time person assigned this responsibility at the WTRO office. The college coordinator provides advising assistance as needed and as referred. The WTRO coordinator recruits and screens applicants for whom they provide total financial assistance during their matriculation at Southwest in the Home Manager program. These two professionals meet frequently face-to-face and communicate as needed by phone and email in order to assure that students’ advising needs are being met. This process helps to prevent any potential communication breakdowns from occurring between the advisor, WTRO coordinator, the students, and the records office at Southwest.

The Home Manager program has had other opportunities to review its quality processes. These processes have verified that each course in the curriculum addresses agreed upon content and that sound teaching practices were carried out appropriately. Reviews include:

1) During the SACS reaffirmation review in 2004, using the new SACS Principles that involved a Quality Enhancement Plan (QEP), the Education Department developed several initiatives for defining students’ roles and responsibilities in developing their own learning educational experiences and for verifying the assessment of student learning. This effort afforded faculty an opportunity to determine ways they could assist students in being more accountable.

2) In 2002 The Liberal Studies and Education Division applied for and received a Level Two Quality Award from the Tennessee Center for Performance Excellence. Through the application process, all areas in the division were evaluated by the Malcolm Baldrige quality principles. The process caused the program to be more attentive to quality assurance principles and to commit to continuous improvement in all five focal areas.
3) Student evaluations of faculty using IDEA surveys provides data which helps to ensure that sound teaching practices are carried out appropriately and consistently. The data is shared with the individually appropriate faculty, including adjuncts.

5.2 Systematic Quality Assurance

The Education Department addresses quality assurance continuously across its programs of study. The HMTC Advisory Board provides oversight and support to the program through their collaboration, review and recommendations. The college’s Curriculum Committee reviews curriculum and manages all course change recommendations to ensure that the guidelines of the college are met. The IE planning cycle is a formal internal process for quality assurance. This process requires that all departments establish annual objectives, conduct assessments of accomplishments, and use assessment results to improve. IE plans have provided the Home Manager program with a systematic process for quality review and improvement.

As determined by this Self-study report, the Academic Audit initiated by TBR provides guidance for the development of program objectives and outcomes which will help faculty focus on what is needed to strengthen this program.

Other forms of quality assurance are also conducted systematically. Feedback and recognition to faculty regarding how effectively they are performing work related to the curriculum, teaching and learning, assessment, and other practices affecting students is carried out through results of the students’ evaluation of teaching and the department chair’s evaluation scheduled each spring semester. Efforts in assuring the quality of the program by developing program outcomes was undertaken in October, 2008 and will continue in the 2009-10 academic year. Adjunct faculty have also begun the process of meeting once a semester at the WTRO office with Southwest and WTRO designated Coordinators/Administrators in order to identify problems with student concerns, community concerns and curriculum issues. All data from the Institutional Research office is carefully reviewed and used where applicable for the purpose of making continuous improvement in the program.

**Improvement Need for Focal Area 5**

*The need for the offering of online course has been mentioned by the WTRO administrators as a way to expand enrollment, particularly to the more rural areas. If interest in online courses is determined by the WTRO office through formal surveys, Southwest will address the process necessary for the development of such instructional diversity.* This issue will be a focal topic for the 2009-10 meetings of the expanded Home Manager Advisory Board as well as a focal point for those two upcoming, planned semester meetings for the adjunct faculty. With no current full-time faculty to develop this instructional alternative, implementation would be gradual.
IV. POTENTIAL RECOMMENDATIONS AND ASSOCIATED INITIATIVES

Having assessed the overall educational quality of the Home Manager Technical Certificate program in this self-study, specific areas for improvement have been identified. The program’s adjunct faculty members and program coordinator are committed to working intensively on the following quality improvement initiatives:

1). Employ a Full-Time Tenure Track Faculty Member for the program when funds become available

Funding is not currently available for this position due to the current national economic crisis and the necessity for budget cuts at most educational institutions. However, as funding does become available, an improvement in the program would result from the hiring of a full-time tenure track faculty member with expertise and clinical experience in special education with a focus on developmentally delayed adults within a residential group setting. This faculty position would play a key role in improving the co-curriculum through the faculty member’s formal and informal interactions with students as both an academic advisor and instructor. Currently no full-time professor including the program coordinator has an academic background in special education at the graduate degree level. This supports Focal Area 3 of Teaching and Learning.

2) Strengthen the Home Manager Advisory Board

An expanded and more inclusive Advisory Board will assist the Home Manager program in reviewing course learning objectives, sharing best practices and guiding the program through a strategic planning process. Beginning with the 2009 fall semester and continuing until a strong advisory board is functioning at the highest level, the group will address how faculty develop learning objectives and how faculty create and implement curriculum and co-curriculum, teaching and learning processes, students learning assessment and quality assurance. This supports Focal Area 5 of Systematic Quality Assurance.

Specifically members of the board will be randomly assigned different term limits of either one or two years. The new advisory board will be asked to review the course and program learning objectives in terms of skill relevancy, appropriateness for the work force and thoroughness of coverage of content. This board, diverse by race and gender, will continue to include current and potential employers as well as a minimum of two certificate graduates. The board will be reminded that this technical certificate is one of a very few programs similar to it in the country, and that this program is essentially deeply involved at the most practical level of establishing best practices standards for this type of academic training for home managers.

3) Strengthen Adjunct Faculty Teaching Effectiveness

Beginning in fall 2009, the Home Manager program will initiate three efforts to support the adjunct faculty. Classroom observations will be made by the department chair and recorded on a
newly developed assessment and feedback instrument. Beginning in the 2009 fall semester, the program will conduct fall and spring semester workshops in which current issues such as syllabi, tests, typical student assignments, department chair visitations and faculty development opportunities at Southwest will be discussed. Learning objectives, curriculum and co-curriculum, best practices, in teaching and learning, assessment and quality control will be included. These collaborative interactions among department head, program coordinator, invited WTRO guests and adjunct faculty will enhance and assure that content delivery is consistent across the program. Faculty Development activities at Southwest are sponsored by the College’s Center for Faculty Development, the Center of Emphasis in Teaching and Technology, and the Summer Institute. (This supports Focal Areas 1, 2, 3, and 5.)

V. MATRIX OF IMPROVEMENT INITIATIVES

<table>
<thead>
<tr>
<th>Recommended Improvement Action</th>
<th>Leadership</th>
<th>Timeline</th>
</tr>
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<tbody>
<tr>
<td><strong>Project Name:</strong> 1) Employ a Full-Time Tenure Track Faculty Member for the program when funds become available.</td>
<td><strong>Coordination:</strong> Department Head</td>
<td><strong>Beginning:</strong> Search begins whenever funds become available and position is approved.</td>
</tr>
<tr>
<td><strong>Description of Initiative:</strong> Recruit and employ a faculty member with a background in Special Education at the Masters level or above.</td>
<td><strong>Participants:</strong> Department of Education Faculty</td>
<td><strong>Ending:</strong> To be determined based on available funding</td>
</tr>
<tr>
<td><strong>Intended Result:</strong> Faculty member would teach in and coordinate duties related to the Home Manager Technical Certificate Program reducing the number of adjunct teaching percentage to a level of less than 60%.</td>
<td>Department Search Committee</td>
<td></td>
</tr>
<tr>
<td>Supports Focal Area 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Name: 2) Strengthen and Enhance the Home Manager Advisory Board by establishing a systematic rotation system for serving as a member, thus allowing for ongoing infusion of new professionals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Description of Initiative:</td>
<td>Implement two annual meetings of Advisory Board with focus on curriculum issues</td>
<td></td>
</tr>
<tr>
<td>Intended Result:</td>
<td>Collaboration with this stakeholders’ group of employers and instructors will enhance commitment to the program which would be manifested in increased referrals by employers for training in this program for their current employees. New perspectives will be provided as members meet to share their professional reactions with Southwest instructors regarding the HMTC program.</td>
<td></td>
</tr>
<tr>
<td>Support Focal Area 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Name: 3) Enhance Adjunct Faculty teaching effectiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of Initiative:</td>
<td>Increase collaborative efforts with all academic program personnel by providing a professional meeting once a semester in which to review academic related concerns and to share updates on Southwest’s policies, procedures and in-house professional development opportunities</td>
<td></td>
</tr>
<tr>
<td>Intended Result:</td>
<td>Adjunct faculty who are more engaged with and connected to the larger department and college community of teaching faculty.</td>
<td></td>
</tr>
<tr>
<td>Support Focal Areas 1,2,3 and 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDICES

Appendix 1  Program Requirements
Appendix 2  Course Descriptions
Appendix 3  Enrollment Data
Appendix 4  Course Syllabus Example
Appendix 5  Advisory Board List
Appendix 6  Graduate Placement
Appendix 7  Curricula Revision Meeting Minutes
Appendix 8  Faculty Credentials
Appendix 1 – Program Requirements

HOME MANAGER
Technical Certificate
Dr. Vava Cook

The Home Manager Technical Certificate Program is designed to develop competencies in meeting state and federal requirements by providing appropriate services to adults with disabilities. It is primarily designed for increasing the skills of individuals employed as Home Managers and to provide upward mobility opportunities for direct care staff.

The major areas of study include: history of developmental disabilities, relevant laws, needed and required supports, abilities and characteristics associated with disabilities, tools and techniques for quality of life issues, supervision and motivation of staff, managing stress and solving problems.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
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<tr>
<td>SPED 1100</td>
<td>Support Plan Development</td>
<td>3</td>
</tr>
<tr>
<td>SPED 1200</td>
<td>Issues of Adult Diversity</td>
<td>3</td>
</tr>
<tr>
<td>SPED 1300</td>
<td>Quality of Life Issues</td>
<td>3</td>
</tr>
<tr>
<td>SPED 1400</td>
<td>Frontline Supervisor Management Strategies</td>
<td>3</td>
</tr>
<tr>
<td>SPED 1540</td>
<td>Frontline Supervisor Internship</td>
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**Total**                                  **15**

**Total Credit Hours 15**
# Appendix 2 – Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>SPED 1100</td>
<td>Support Plan Development</td>
<td>Students will learn how to develop and implement the Individual Support Plan (ISP) using trans-disciplinary teaming techniques. Emphasis will also be placed on developing plans that have measurable outcomes and best meet the work, recreation and leisure, and functional life skills needs of individuals with disabilities.</td>
</tr>
<tr>
<td>SPED 1200</td>
<td>Issues Of Adult Diversity</td>
<td>This is an introduction to the history of treatment and services offered to persons with disabilities. Also included is an overview of current and best practices involved in providing medical, physical, behavioral, communication and social-emotional supports to this population.</td>
</tr>
<tr>
<td>SPED 1300</td>
<td>Quality Of Life Issues</td>
<td>In this course, students will learn the knowledge and skills necessary to facilitate quality of life improvements through meaningful community participation and supported employment for adults with developmental disabilities.</td>
</tr>
<tr>
<td>SPED 1400</td>
<td>Frontline Supervisor Mgmt Strategy</td>
<td>In this course, students will learn the philosophy and practical applications of client-centered, community-based services associated with supported living arrangements for persons with disabilities. Interpersonal and home management skills will be stressed.</td>
</tr>
<tr>
<td>SPED 1540</td>
<td>Frontline Supervisor Internship</td>
<td>This course is designed to be the direct professional experience in the Technical Certificate, Home Manager Program. Students will complete 135 actual hours under the supervision of a mentor already working as a Home Manager. The intern will participate in the daily routine of a supported living arrangement and will identify, investigate, propose and implement a remedy for a real management problem in a community living home. The internship will include outside observations and ten hours of classroom instruction.</td>
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Appendix 3 – Enrollment Data

Home Manager Certificate Profile

Fall 2008 Enrollment Profile

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<tr>
<th>Headcount</th>
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<th>Male</th>
<th>Black</th>
<th>White</th>
<th>Hispanic</th>
<th>Other Race</th>
<th>Race Unknown</th>
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<td>1</td>
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Gender Profile

Race Profile

Fall Enrollment Trend

Certificates Awarded

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<tbody>
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<td>Female</td>
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<td>25</td>
<td>29</td>
<td>17</td>
<td>28</td>
<td>8</td>
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<td>Male</td>
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<td>4</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>29</td>
<td>32</td>
<td>18</td>
<td>30</td>
<td>9</td>
</tr>
</tbody>
</table>

Source: 14th day files and graduation files
Appendix 4 – Course Syllabus Example

Southwest Tennessee Community College
Syllabus
Fall 2008
Home Manager Technical Certificate Program

Course Specific Information

Course Name: Issues of Adult Diversity

Course Number: SPED 1200

Credit Hours: 3

Course Outcomes: Students enrolled in this course will demonstrate knowledge and skills in the following:
1. Describing the nature of developmental disabilities and the range of abilities, functional skills, and competencies of persons with developmental disabilities;
2. Comparing and contrasting past treatment, services, and attitudes with present day philosophies;
3. Recognizing common medical complications (including seizure management) in persons with developmental disabilities and appropriate treatment;
4. Discussing common physiological problems (e.g. ambulation, swallowing, motor coordination, contractions, spasticity, etc.) and needed services/support (including augmentative and alternative communication systems);
5. Explaining positive behavioral supports and counseling for persons with developmental disabilities (including self-injurious behavior and its treatment);
6. Identifying basic classes of medications commonly prescribed for persons with developmental disabilities and protocol/documentation of appropriate procedures for medication administration;
7. Describing provision of social and emotional supports for persons with disabilities; Defining these terms: Normalization, Self-fulfilling prophecy, labels, Assistive Technology, Court Monitor, Teaching New Skills, Fading, Backward Chaining, Forward Chaining, Auditory Prompts, Visual Prompts, Tactile Prompts, Physical Guidance Prompts, Natural Reinforcer,

Course Description:
This is an introduction to the history of treatment and services offered to persons with disabilities. Also included is an overview of current and best practices involved in providing medical, physical, behavioral, communication, and social-emotional supports to this population.

Required Text/Books and Supplementary Course Material:
Appendix 5 – Home Manager Advisory Board List 2008-2009

Chrisann Schiro-Gelst
Faculty -BPS Disabilities Degree
University of Memphis

Regina Boyd
Home Manger Coordinator
West Tennessee Regional Office

Bill Bradford
Executive Director
Support Solutions

Dr. Emer Broadbent
Faculty -Social Work
University of Memphis

Bennie Clayborne
HR director
Brenda Richardson Memorial Care Home

Marquitte Cunningham
Program Graduate/Employee
Open Arms Care Corporation

Kim Daugherty
Adjunct Faculty -Home Manger Program
Southwest TN Community College
Social Worker
Friends for Life

Stacey Dixon
Director of Operations -Regional Office West Tennessee

Tiajuana Brown
Program Graduate/Employee
Guardian Community Living

Gloria Johnson
Adjunct Faculty -Home Manager Program
Southwest TN Community College

Paul Landers
Executive Director
West Tennessee Family Solutions

Carlene Leaper
Executive Director
Mid-South ARC

Tabitha Matthews
Chief Operating Officer
Mid-South Area Residential Services
Appendix 6 – Graduate Placement
Home Managers Certification Program Graduate Statistics

Graduates

2003 -2006 Southwest Community College = 109
Jackson State Community College = 42

2006 Southwest Community College = 27
Jackson State Community College = 22

By Agency

Graduates are spread across 17 residential agencies and Arlington Developmental Center in West Tennessee.

| Agency, \n| Graduates | Agency, \n| Graduates |
|----------------|-----------|
| Arlington Developmental Center | 4 | New Life Community* | 2 |
| BIOS | 1 | Omni Visions | 5 |
| Cornerstone | 5 | Open Arms Corporation | 8 |
| CS Patterson | 1 | RHA | 3 |
| Easter Seals | 3 | Saint John'sCommunity Services | 9 |
| Guardian Community Living | 5 | Shelby Residential and Vocational Services | 50 |
| Impact Centers | 2 | Sunrise * | 8 |
| Madison Haywood Developmental Center | 13 | Volunteers ofAmerica | 6 |
| McNairy Developmental Services | 5 | West TN Family Solutions | 10 |
| MOSAIC | 9 | White's New Hope* | 1 |

At least 103 of the 151 graduates worked for agencies in the Monitor's Office Quality Tier of - Residential Providers at the time of their graduation.
*Asterisked agencies are no longer operating services in West Tennessee.
Appendix 7 – Curricula Revision Meeting

SWTCC Home Manager Certification Program
Curricula Revision Meeting
October 17, 2008

In Attendance: Gloria Johnson, Vava Cook, Stephen Taylor, Kim Daugherty, Regina Boyd, Stacey Dixon, Mary Hamlett, CJ McMorran

CJ introduced the background that led to the need for this meeting. With the advent of the ADC At Risk class members, we have added roughly 375 people to the remedial order class to date. Many of these new class members have different needs from the original ADC class members, such as an increase of people with dual-diagnoses (Mental Illness & MR). This has led to the need for training of DSPs and HMs in:

• Recognition & Tracking of Signs/Symptoms of Mental Illness (including when to respond to escalating symptoms)
• Supporting Sex Offenders Safely in the Community (while balancing the person's rights/dignity with needed restrictions to protect the community)
• Dealing With Law Enforcement
• Person Centered Thinking

Review of the current curriculum was conducted. The syllabus presented was identified as out dated from what is currently being taught. New syllabi were presented. The instructors agreed to provide current updates. All instructors said that there is currently a lot of information packed into their syllabi, so we need to carefully consider what to revise.

SPED 1100: Support Plan Development (Instructor: Kim Daugherty)

Course includes:
Exploration of Rights (including conservatorship), legislation that ensures rights, competency. Assessment - physical, ICAPs, ancillary services, psychology, functional analysis, person centered assessment (About Me). How do I create outcomes, objectives and teaching strategies? How to integrate into the community. Working with families, (social work 101). Basic Meeting Facilitation skills. Tracking data (e.g., weight, input/output)

Consider revisions:
Kim is interested in the PCT tools. Positive and Productive Meetings, other items in the tool box. Tools that would fit nicely in this course: What's Important To/For, What's Working/Not Working.

Re Rights - currently covers balancing rights with responsibility. Will need to add in a shift in this balance based on the safety of and risk to the person and community (e.g., sexually offensive behavior, illegal behavior). **Stacey: Send conservatorship paper to Kim**

SPED 1200: Issues of Adult Diversity (Instructor: Gloria Johnson)

Course includes:
Orientation to library, writing a report on a particular mental illness or disability (and how to support someone with this diagnosis), confidentiality, how to interact with ISC & therapist, what to do if the
Appendix 7 – Curricula Revision Meeting, continued

person needs something they aren't getting, implementing Outcomes & Actions, Dr. Ray's performance expectations & report on their agencies.

Consider revisions: Mandatory Outpatient Treatment (MOT) orders, recognition & tracking of signs/symptoms of MI & how to make decisions & act upon this data

SPED 1300: Quality of Life Issues (Instructor: Mary Hamlett)

Course includes:
General information from the ISP and what limitations/needs a person has, communication skills for supervisors, volunteerism, lots of hands-on projects (including one journal article research paper), community involvement (CB Day, SE models)

Consider revisions: (none mentioned)

SPED 1400: Frontline Supervisors Management Strategy (Instructor: Stephen Taylor)

Course includes:
Focus on the individual student -what do you look for in hiring staff into your home? Bringing all 3 shifts together. How to delegate tasks. Lots of self surveys & assessments of how to improve your agency.

Consider revisions: G2G Tools -Rituals, Good Day/Bad Day, Staff Matching

SPED 1540: Frontline Supervisor Internship (Instructor: Kim Daughterty)

Course includes:
40 hour project (usually based on a problem identified at their agency) plus 90 hours of internship (for off-the-clock work experience, assigned by the agency mentor), in-class discussion of specific supervision challenges (broadening out to systems issues)

Consider revisions: (none mentioned)


Used only in Gloria's course. Covers history but then goes into different kinds of support. She'd like a book with more current information.

Kim would like a book on Person Centered Practices. Stacey suggests we look for one by Michael Smull et al. in order to fit nicely with the current training/consultation being offered throughout Tennessee through the CMS grant. Mary would like a text related to Community Inclusion and Meaningful Day. Stephen would like something on supervisory/management skills. Gloria needs a book that covers history. To change texts, we would need to plan far ahead to ensure that the book orders are in on time. We also need to keep an eye on the budget, which Regina submits around March or April each year.
Appendix 8 – Faculty Credentials

Special Education (SPED) Adjunct Faculty
Department of Education

Adjunct Faculty

Kim Daugherty
MS, Social Work (Administration Planning)

Mary Hamlett
M.Ed., Education
BA, Human Development

Gloria Johnson
MS, Liberal Studies
BA, Social Work

Stephen Taylor
MS, Rehab Counseling
BA, Psychology