

# Program Review Year 2010 – 2011

## Name of Program:

Alcohol/Drug Abuse Counseling Certificate

### Program Review Team Members

<u>Name</u>	<u>Title</u>
Jane Gagliardi	Program Coordinator of the Human Services Program
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DATE: June 1, 2011

## SECTION ONE: PROGRAM

### I. ACCREDITATION/ APPROVAL/ CERTIFICATION

#### A. Does the program have external (specialized) programmatic accreditation?

Yes \_\_\_\_\_ No   X  

IF NO, skip to I (B).

IF YES, please complete items 1 through 8 below.

1. What is the name of the programmatic accreditation agency?

The Alcohol/Drug Abuse Counseling Certificate, which is one of four programs within the larger Human Services Program, is not separately accredited. All courses required for the Alcohol/Drug Abuse Counseling Certificate may be transferred toward the Human Services Associate Degree if a student chooses to pursue further education.

The Human Services Program Associate Degree is an accredited program. The name of the accreditation organization is The Council for Standards in Human Service Education (CSHSE).

2. What is the current accreditation status of the program?

3. What date was the last accreditation status awarded?

4. What is the anticipated date of the next accreditation action?

5. How often does the program file an official report with the accrediting agency?

6. Where is the program currently in the review schedule (e.g., year 3 of a 7 year cycle)?

7. What were the strengths and weaknesses of the program, as identified by the accreditation agency during the last accreditation activity? (*Base your response in this area to the citation of Standards.*)

8. How has the program been revised to address the citations or recommendations?

**B. Does the program have external (specialized) programmatic approval or certification?**

Yes \_\_\_\_\_ No   x  

**IF NO, skip to I (C).**

**IF YES, please complete items 1 through 8 below.**

1. What is the name of the programmatic approval or certification agency?
2. What is the current approval or certification status of the program?
3. What date was the last approval or certification status awarded?
4. What is the anticipated date of the next approval or certification action?
5. How often does the program file an official report with the approving or certifying agency?
6. Where is the program currently in the review schedule (e.g., year 3 of a 7 year cycle)?
7. What were the strengths and weaknesses of the program, as identified by the approval or certification agency during the last approval or certification activity? (*Base your response in this area to the citation of Standards.*)
8. How has the program been revised to address the citations or recommendations?

**C. Is there an external accrediting, certifying, or approval organization relevant to your program from which you are not currently receiving accreditation, approval or certification?**

Yes \_\_\_\_\_ No   x  

**IF NO, skip to question II.**

**IF YES, please complete items 1 through 3 below.**

1. What is the name of this external organization?
2. What status can your program receive from this organization?

Accreditation \_\_\_\_\_ Certification \_\_\_\_\_ Approval \_\_\_\_\_

3. Are you intending to apply for accreditation, certification, or approval from this organization?

Yes \_\_\_\_\_ No \_\_\_\_\_

**IF NO, please explain, then go to question II.**

**IF YES, please complete items 4 through 7 below, then go to question II**

4. Why are you intending to apply for accreditation, certification, or approval?
5. When are you intending to apply and why?
6. Are there any specific resources you will need when you go through the accreditation, certification, or approval process that you do not currently have? If yes, please describe.
7. Please provide information about any additional questions, concerns, etc. you may have with respect to your intention to apply for accreditation, certification, or approval.

## **II. MISSION**

### **A . The program's mission statement is as follows:**

The Alcohol/Drug Abuse Counseling Certificate at Northern Essex Community College provides students with the values, competencies and ethics to work with clients along the spectrum from acute abuse to later stages of recovery. The program integrates experiential learning with academic coursework giving graduates the opportunity to directly enter the workforce as a beginning professional or to transfer directly into the Associate Degree of Human Services program.

### **B. Describe the process through which faculty developed the program mission.**

The mission statement for the Alcohol/Drug Abuse Counseling Certificate Program was developed, reviewed and revised by program faculty, the Advisory Committee of the Human Services Program, and program review team members during AY2009-2010.

### **C. Describe how the program's mission statement is consistent with, or aligns with, the mission of the College.**

The College's mission is as follows:

*The mission of Northern Essex Community College is to serve the people of the Greater Merrimack Valley as a caring and comprehensive center of educational excellence that offers high quality, affordable adult and post secondary education through the Associate Degree level, as well as a broad range of occupational programs and community services which enhance the social, cultural and economic life of the region.*

The certificate program's mission statement is directly related to the college mission's. For example, both emphasize the high quality of the educational experience. The Alcohol/Drug Abuse Counseling Certificate Program references competencies while the College references high quality education.

Both mission statements also emphasize service to the greater Merrimack Valley. The program is competency based, with long standing relationships with community agencies and a history of regular re-assessment and feedback from community agencies. It attends to, and serves the needs of the community.

The program offers students a "career ladder". Graduates may seek employment and/or pursue transfer into the Human Services Associate Degree Program.

**D. Describe how this program facilitates the accomplishment of the College's mission and core values.**

**The NECC core values are stated as follows:**

Student Engagement

We are committed to fully engaging our students as active learners by providing a diverse range of educational experiences.

Collaboration

We are committed to developing productive, collaborative relationships within the college and among our various constituencies in the greater Merrimack Valley.

Personal and Professional Growth

We are committed to the personal and professional growth of faculty, staff, and students alike. We believe that lifelong learning is essential to the personal enrichment and professional growth of each individual.

Respect

We are committed to fostering mutual respect that enables faculty, staff, and students to grow and work together in a supportive environment of shared governance, open communication, and fairness.

Diversity

We are committed to creating an institutional climate that deepens our appreciation for diversity and for the unique attributes of each individual.

Access and Opportunity

We are committed to providing affordable access to educational opportunity.

Excellence

We are committed to a high standard of educational excellence in teaching, learning, and academic content.

The Alcohol/Drug Abuse Counseling Certificate clearly facilitates and supports the core values of the college. One example involves diversity. This certificate program has successfully worked with students varying in age from 18-60+ years, varying in ethnic, socioeconomic and religious backgrounds and academic skills. We have accepted students into our program with no previous college experience in need of some developmental coursework and we have worked with students who have graduate degrees. Many of our students are in recovery from substance abuse and others have been impacted by the addiction of a loved one.

One additional example would involve program access and opportunity. The program has expanded from the Haverhill campus to the Lawrence campus in the last five years. As of AY2010-2011, we now offer the entire curriculum on both campuses. The Lawrence curriculum offers opportunities to those students who require late afternoon or evening classes whereas the Haverhill campus offers day

course sections. We also hope to be able to offer some coursework online at some time in the future. Our program is designed as a career ladder so that students may proceed with their education as they are able, while obtaining skills that will allow them to gain employment in their career of choice.

### III. INSTITUTIONAL STRATEGIC PLAN

A. Describe how this program satisfies or is consistent with one or more of the College's institutional goals as defined in the Institutional Strategic Plan.

The following is the college's strategic plan:

*Five Strategic Directions comprise the heart of the college's Strategic Plan. They include the following:*

- **Engage Students as Active Learners**

*The theme of student engagement urges us as a college to heighten our expectations for our students beyond academic survival toward a more holistic vision of how students learn and grow. Student engagement expands our construct of student success to emphasize self-discovery, collaboration, community connection, leadership, personal challenge, and contribution to the larger good. By promoting a deeper level of student engagement, we will help students to develop the academic, interpersonal, and collaborative skills essential for them to thrive in the 21<sup>st</sup> century global economy.*

*We will fully engage and challenge our students by providing purposeful educational experiences which are associated with deeper levels of engagement, learning, and personal development. Further, we will design and implement effective practices as a means to intentionally guide students toward active involvement in these activities.*

*Our commitment to further student engagement will require the strategic mobilization of existing resources from all areas of the college. It will also require creative initiation of new programs and active collaboration to implement those programs. Intrinsic in the theme of student engagement is a broader commitment that will more fully engage the college in meeting the emerging needs of the broader community.*

- **Be the First and Best Resource for the Community**

*As a community college, being an active and contributing member of the community is central to our mission. This Strategic Direction asks each of us to recognize the importance of being active participants in our community and to take ownership for building pathways that connect us and create dialogue with diverse organizations in our community.*

*Central to this theme is recognizing the interdependence of the members of healthy communities. Shaping the future of the community requires a shared vision and an ongoing dialogue that is based on data-driven decisions and on cultivating mutual respect and openness.*

We will strive to become the resource of choice for the community by strengthening our involvement in defining community priorities, providing access to our resources, linking agencies, businesses and organizations, and continually building upon and broadening our impact in the region. We will be both proactive and reactive in forging new alliances in the community. Our goal is to foster an ideal that locally-based entities and organizations will draw upon Northern Essex as their first and best resource in helping them to achieve their own goals and address their needs.

- **Support Leadership at Every Level**

Being an effective leader means being a person of integrity and honesty, of determination and compassion. It means having clear objectives and knowing how to accomplish them. It means being an effective communicator and building a team of people that share a passion and commitment to working together.

We are all called upon to be leaders at different times. Whether it's the professor in the classroom who inspires and unlocks the creativity of a student; or the administrative assistant who demonstrates specific knowledge, skills, and abilities in preparing a document; or the student helping a peer endeavor to do the right thing -- we are each challenged to lead.

As time moves forward, each of us will be called upon to provide leadership by applying our unique set of talents to a particular objective or challenge. In preparation for our roles in leadership and as a college community, we will need to think institutionally and strategically to anticipate change. We will welcome accountability and continue to develop strong and measurable outcomes and standards that are ambitious yet attainable. We will work smarter and carefully focus our resources. These actions will strengthen the capacity of the college in becoming a high performing college.

We will endeavor to support each other, motivate, and inspire each other. We will be respectful, work to resolve our differences in an appreciative manner, and bring out the best in each other. We will be innovative and participatory and willing to take risks. We will all be leaders.

- **Embrace Diversity**

First and foremost, the theme of diversity promotes an inclusive environment in which all individuals are respected and valued, regardless of race, ethnicity, culture, sexual orientation, physical characteristic, disability, age, gender, religion, or socio/economic background.

This Strategic Direction challenges us to expand our ideas about diversity beyond multiculturalism to encompass the full spectrum of differences and similarities that comprise the cultural landscape of our college community. This 'synergy of diversity' is the dynamism which provides the color and contrast, the richness and texture of our collective campus experiences.

We envision a community in which there is a pervasive climate of appreciation and respect for individual ideas, perspectives, beliefs, learning styles, values, cultures, personalities, talents, and histories. In this sense, diversity, in all of its dimensions, will be valued; and the quality of experience for all members of our community will be enhanced.

*As a college community, we will work collaboratively to develop the systems, infrastructure, and practices to support the open expression of opinion and the vigorous exchange of ideas. We will recognize the diversity of our student body and set the same high learning goals for all. We will provide a curriculum that explores diverse perspectives and cultures and cultivates multicultural awareness in our students. We will ensure that our students are well prepared to work and thrive in the international community and global workforce of the 21st century. We will create an equitable, hospitable, safe, and inclusive campus environment for students, faculty, staff, and visitors. We will ensure that our community of staff and faculty reflect the diversity of the communities that we serve. We will be role models for our students through our acceptance and respect for others. We will provide every individual with equitable opportunity for personal and professional growth. We will appreciate the unique talents and strengths of each individual and encourage the participation and contribution of all.*

- **Strive for Educational Excellence**

*We have known for a long time that good practice in undergraduate education relies on a few very important ingredients: recognizing diverse talents and ways of learning; encouraging student involvement in the learning process; conducting assessment and providing timely feedback; and, importantly, communicating high expectations. Expect more and get more. Believe that educational excellence is all around us -- expect it from our students, and from ourselves.*

*This Strategic Direction calls upon all of us to focus on helping our students develop their maximum potential as adult learners with unique strengths, capable of adapting, learning, and excelling. We will have high expectations for the work we do with our students and we will enthusiastically pursue innovative pathways that maximize opportunities and broaden access to knowledge. We will expect outstanding performance from our students both in- and out-of-the-classroom, and we will provide highly effective, pacesetting teaching and support services to help our students and the college achieve educational excellence.*

The Alcohol/Drug Abuse Counseling Certificate Program at Northern Essex Community College could easily demonstrate consistency with these institutional goals. We will focus here on educational excellence.

The Alcohol/Drug Abuse Counseling Certificate Program is noted for its emphasis on personal and professional growth. The curriculum is structured so that students build upon basic skills acquired in early coursework in order to develop advanced skills over their journey through the program. Students are required to apply their learning in their practicum experiences, which prepares them for future transition to the workforce.

Students are actively involved in their learning process. We ask students to assess their learning style in beginning classes to help them become more effective and



successful learners. We ask students to determine learning goals for themselves and to re-assess those goals regularly.

Self reflection and feedback mechanisms are built into the program for all constituencies. Classroom instructors regularly ask students for feedback about readings, teaching methods, etc. Practicum supervisors and placement sites are evaluated by students as are students by their practicum supervisors. The Advisory Committee provides regular feedback about current challenges and issues within the marketplace that need to be considered within the curriculum.

The Alcohol/ Drug Abuse Program faculty regularly collaborate and draw upon the talents and skills of each other and their colleagues in related disciplines such as those in the Learning Accommodations Center, at PACE, Career Planning, the library, Academic Advising, and the Academic Tutoring Center among others. The faculty work to support their students, attempting to be flexible when students' circumstances seem to warrant that consideration while maintaining high standards. Students must earn a minimum grade of "C-" in all HUS courses in order to graduate.

**B. Describe how significant modification of this program would impact other programs at NECC.**

Significant modification of the certificate program could affect those departments that service us. For example, should the program decide to eliminate ENG101 English Composition I as a required course, it would have some affect on the enrollments and course sections required for that department.

#### **IV. PROGRAM POLICIES AND PROCEDURES**

**A. List any specific program policies and procedures, and comment on the rationale for any differences from institutional policies and procedures.**

*(Programs may need to develop specific policies and procedures related to the day-to-day operation of the specific program [e.g., to meet accreditation standards, to establish the parameters for clinical education experiences]. When there are specific program policies and procedures, these policies and procedures should be consistent with those of the institution. Differences between program-specific policies and institutional policies should be described within the context of the program.)*

The Alcohol/Drug Abuse Counseling Certificate is one of four programs within the larger Human Services Program. Please refer to the Human Services Program Manual, included in Appendix 4, which documents the written policies and procedures that are program specific. These policies are consistent with those of the college.

**B. Describe the mechanism used to assure that all students in the program receive copies of current program-specific policies and procedures, relevant information about the program, and information about the institutional policies and procedures.**

Attendance at a Human Services Program Information Session, facilitated by program faculty, is now a required aspect of application to our program. The Information Session provides a venue to review essential information about our

program as well as a time for applicants to raise any questions or concerns. Everyone in attendance is given a "Human Services Program Fact Sheet" which contains basic but essential information. All applicants also meet individually with one of the program faculty, usually the Program Coordinator or the Staff Associate, as an additional aspect of the application process and have an opportunity to raise questions and hear further information about the program at that time.

The NECC Human Services Program Manual contains current program-specific policies and procedures and is revised annually. Applicants are also advised of the availability of the Program Manual and its usefulness as a resource for program information. The Human Services Program Manual is cited in our Practicum Orientation Session, held each fall semester, and it is a required text in every practicum class. The manual is also available online by linking to the Human Services Program webpage from the NECC homepage and following the links to current student and faculty resources ([www.necc.mass.edu](http://www.necc.mass.edu)).

Students learn about institutional policies and procedures during the course of their application process, during student orientation programs held at the college, as well as directly from the published NECC Academic Catalog and the Student Code of Conduct and NECC Policies and Procedures.

The Student Code of Conduct and NECC Policies and Procedures are available online as well as in hard copy. In addition, students gain some information through the orientation modules which are usually offered in the introductory class of our program and which provide information that is generic to the college as well as program specific.

**C. Describe how the program defines "student success."** *(For example, if the program facilitates student transfer, and students do indeed transfer, does this meet the program's definition of success?)*

**Describe the program's policies, procedures and practices related to student success.**

The program defines student success in a number of different ways. Certainly one significant indicator of student success is the ability of a certificate graduate to meet or exceed our stated learning outcomes which are listed in The Outcomes Assessment Plan. Please see Appendix 3. Other indicators of student success include certificate program completion, transfer to an associate degree program or employment in the field of human services.

Student-defined goals do not necessarily "fit" traditional criteria but may be equally valid indicators of success. For example, we regularly enroll students in our program who already have advanced degrees (a bachelor's degree or a master's degree) but who may wish to take one or two courses for the purpose of ongoing professional development. Accessibility of the program to interested students might be one factor that supports their efforts to be successful. Accessibility might include factors such as cost, which remains relatively low within the public higher education system as well as scheduling. Factors which may affect accessibility include the limitations of our program to traditional classroom settings (as opposed to online

options). We offer limited course sections, given the size of the program but have been able to offer the required courses on both the Lawrence and the Haverhill campus.

The program's policies and practices are intended to enhance student success and provide the support, knowledge and skills needed to prepare students to enter the workforce or to transfer to an associate degree program. The Human Services Program Manual (Appendix 4) provides clear guidelines and information to students so that they are aware of expectations and responsibilities of constituencies involved in their learning process. Students begin to define goals for themselves from the time that they complete the program application form and are asked to reflect upon their reasons for application to our program. The self reflection integrated throughout the program encourages students to maintain awareness of the personal choice, self knowledge and motivation required to pursue a career in the field of human services and specifically, substance abuse counseling. Intensive academic advising is intended to create a sustaining relationship, to provide support and guidance in a timely fashion, and to enhance the use of NECC resources as needed. A wide variety of practicum placements allow us to refer students to agencies that are appropriate to their professional and personal needs and goals. The integration of practicum experiences with academic knowledge prepares the student with the beginning skills required for employment.

The program structure facilitates group support among students who enroll in the sequential courses and come to know each other. The group often functions as a cohort. Students regularly cite the support of their peers when they reflect upon positive experiences within the program.

The program has revised its curriculum in the past several years and continues to look to future trends to keep our program current to the needs of the marketplace. Our faculty have attained excellent credentials which include academic achievement as well as clinical expertise. They provide a high quality of instruction.

## SECTION TWO: STUDENTS

### I. PROGRAM DEMAND, COMPLETION, AND RETENTION

**A. Discuss how the program obtains data concerning student demand for the program. (See completed Chart 1 in Appendix 1.) Discuss how the data in Chart 1 was analyzed and interpreted.**

Data is obtained within the college from the Dean of Institutional Research and Planning. Chart 1 demonstrates steady growth in applications and enrollment over the past three academic years with applications increasing from 31 in AY2007-2008 up to 45 in AY2009-2010. Similarly, the enrollment increased from 49 in AY2007-2008 to 68 in AY2009-2010.

Student demand may be impacted by the excellent employment projections for alcohol and drug abuse counselors/substance abuse counselors and all human service graduates, as indicated by national and state statistics. Please see Appendix 5 for information from the United States Department of Labor, Bureau of Labor Statistics, Commonwealth of Massachusetts Division of Unemployment (Massachusetts Job Outlook through 2016), and the State of New Hampshire Employment Security, Economic, Labor Market Information Bureau (Employment Projections 2004-2014).

**B. Discuss student program completion and transfer. (See completed Chart 2 in Appendix 1.)**

*(If there are two or more consecutive years in which there are five (5) or fewer graduates from the program, describe the analysis conducted by faculty to determine the reason for this number of graduates. Include the action plan the faculty developed and implemented. Comment on the effectiveness of the action plan.)*

There are relatively small numbers of graduates, with a 3 year average of 11. It is likely that this small number reflects the part time status of many students in the program.

As there is only data for one academic year (AY2007-2008) for student transfers, it is not possible to make any generalizations.

**C. Describe the demographic characteristics of students enrolled in program. (See completed Chart 3 in Appendix 1.)**

The program consistently enrolls more females than male students. This increase of females over males reflects the NECC pattern of a consistent majority of female students and it also reflects the demographics of the helping professions which tend to attract more women.

The certificate program was 49% male, 39% male and 35% male in the respective academic years of AY2007-2008, 2008-2009 and 2009-2010. The proportion of male students in the overall NECC population for those same years was remarkably

consistent at 36%, 36% and 38%. It is a bit early to assume any trend based upon the small numbers over these three years, as AY2007-2008 may have been an aberration. It is also possible that the program demographics may becoming more similar to the overall NECC college population.

The majority of students within the program identify as white, with a total minority student population of 14%, 15% and 15% in the AY 2007-2008, 2008-2009 and 2009-2010. This minority representation is less than that in the total NECC student population for the same academic years as minorities constituted 26%, 27% and 31% for those same years. Students identified as Hispanic were the largest proportion of minority students for both the certificate program and the NECC student body.

**D. Discuss student retention and positive college outcomes by student demographics. (See completed Chart 4 in Appendix 1.)**

1. Describe the program policies, procedures, and practices that are in place related to student retention. Discuss how are they implemented? Comment on their effectiveness.

As noted previously, the Alcohol/Drug Abuse Counseling Certificate is one of four programs offered within the Human Services Program. The Human Services Program is criteria based, which requires attendance at a Program Information Session, completion of a basic information form, and an interview with program faculty, usually the Program Coordinator or the Staff Associate. The nature of this program requires that applicants demonstrate some ability to follow through with a multi-step process from the outset of the program application process and may in itself, provide some self selection of the student population. Given that salaries in this field are relatively low, the personal motivation and commitment of students to this work becomes essential and may contribute to the retention data. As noted elsewhere, program faculty, who have both professional and program expertise, provide intensive academic advising. They generally have well-established relationships with students in the program and provide support and sustain them through difficulties in their academic pursuits that might otherwise lead students to drop out of college or transfer majors.

2. Is there evidence that any segment of the student population has a higher attrition rate from this program? If so, what action has the program taken to address this phenomenon?

The data regarding minorities is based upon a small sample size so it is not possible to generalize with any reliability.

However, program retention for the AY2007-2008, 2008-2009 and 2009-2010 was 57%, 57% and 67% for those respective years. This compares favorably to the program retention for all NECC programs of 39%, 38% and 38% for those same years.

Positive college outcome for the Alcohol/Drug Abuse Counseling Certificate was 76%, 77% and 67% for those three academic years. This data also compares

favorably to the positive college outcomes for all NECC programs (62%, 61% and 63% for those same three years.)

Students identifying as a "minority" appear to have a higher attrition rate than students identifying as "white" within the certificate program as well as within the entire NECC student body. Within the certificate program, minority students' program retention was 40%, 40% and 30% for the academic years of 2007-2008, 2008-2009 and 2009-2010. Program retention for all minority students attending NECC was similar at 41%, 38% and 39% for those same years.

Female students within the certificate program seem to have a higher attrition rate than male students. The program retention for females was 47%, 50% and 47% for the academic years under review. This compares unfavorably to the male retention rate of 67%, 71% and 59%.

As the differential rate of retention is new information, no action has been taken to date.

## SECTION THREE: CURRICULUM

### I. CONTENT, ORGANIZATION, AND DEVELOPMENT PROCESSES

A. Describe the curriculum. (You may use the same format used in the NECC Academic Catalog.)

COURSE		Proficiency	Prerequisite
Number	Name		
ENG101	English Composition I	Basic Reading and Basic Writing	
HUS101	Introduction to Human Services	Basic Reading and Basic Writing	
HUS103	Community Resources and Client Populations	Basic Reading and Basic Writing	HUS101 Introduction to Human Services, major
HUS170	Modalities of Treatment	Basic Reading and Basic Writing	Major restrictions
HUS171	Alcohol and Drug Abuse	Basic Reading and Basic Writing	Major restrictions
HUS172	Counseling Techniques with Substance Abuse	Basic Reading and Basic Writing	Major restrictions
HUS191	HUS Practicum I in Alcohol/Drug Abuse Services	Basic Reading and Basic Writing	Alcohol/Drug Abuse Counseling major
HUS192	HUS Practicum II in Alcohol/Drug Abuse Services	College Reading and Basic Writing	HUS191, HUS Practicum I
HUS201	Group Dynamics	Basic Reading and Basic Writing	Major restrictions
	Behavioral Science Elective	Basic Reading and Basic Writing	

**B. Discuss how the curriculum is an organized, sequential series of courses that progress from simple to complex learning.**

The curriculum is organized in a progression from introductory coursework to more advanced coursework while allowing for students to complete the program within one academic year irrespective of whether they enroll in the spring or fall semester. A recommended sequence is designated in the academic course catalog and academic advising handbook that outlines the progression of proficiencies a student is required to attain for enrollment. For example, students with the minimal proficiency requirement of basic reading and basic writing may enroll in the course HUS101, Introduction to Human Services, while students are required to meet the prerequisite and co requisite requirements of College Reading, Basic Writing, HUS191 Practicum I in Alcohol/Drug Abuse Services and co requisites of HUS171 Alcohol & Drug Abuse and HUS172 Counseling Techniques with Substance Abuse for enrollment in their second practicum, (HUS192) HUS Practicum II in Alcohol/Drug Abuse Services.

Our curriculum map also outlines the progression from introduction, to reinforcement and to emphasis of key abilities over the sequence of coursework (See Appendix 3, Outcomes and Assessment Plan which includes the curriculum map).

**C. Describe the curriculum development, review and revision processes used by the program to assure that the curriculum meets the needs of students and graduates. Include discussion of the mechanisms that allow input into these processes from (1) employers of program graduates and (2) schools to which students transfer (if applicable).**

Program faculty work as a team to review curriculum and consider revisions, drawing upon feedback that we obtain from a variety of sources. Faculty meet on a regular basis throughout the academic year. Adjunct faculty maintain formal and informal contacts with the day faculty through face to face meetings, email and telephone contact.

There is no separate advisory committee for the Alcohol/Drug Abuse Counseling Certificate Program. Members of the Human Services Program Advisory Committee, many of whom are also employers of program graduates, have been active in reviewing curriculum and providing feedback about the needs of the current marketplace for all of the human services programs. The Advisory Committee members include representatives from many sectors of the human services field including mental health, substance abuse, developmental disabilities, probation and criminal justice, child welfare, the homeless, among others. The program consistently incorporates multiple formal feedback mechanisms such as those from practicum supervisors and students as well as informal feedback.

The Human Services Program also benefits from periodic self studies. Most recently a self study was completed in spring 2007 which included a questionnaire that was sent to graduates of the associate degree program as well as a questionnaire that was sent to executive directors and program managers of community agencies eliciting feedback about our program and the needs of students and entry level



workers in the field. Many of these graduates were students who had successfully completed the Alcohol/Drug Abuse Counseling Certificate and then transferred into the Associate Degree program.

Over the last eight years, there has been a significant increase in the number of articulation agreements that our Human Services Program enjoys. The process of collaboration around these agreements, with representatives from Salem State School of Social Work, Cambridge College, Hesser College, and Merrimack College, among others, has allowed for some feedback about our coursework.

In addition to these local processes of review and feedback, the Human Services Associate Degree Program also meets the 23 national standards set by the Council for Standards in Human Service Education. Again, given the overlap in curriculum and the overlap in student populations, the standards are relevant to the Alcohol/Drug Abuse Counseling Certificate. This professional organization functions to review and recognize training programs in the human service field at the associate and baccalaureate degree levels that meet their standards. The review process occurs every five years at a minimum.

The certificate program is also recognized by external licensing and credentialing organizations. Students who graduate from this program may apply for licensing within the Commonwealth of Massachusetts as a Licensed Alcohol and Drug Counselor. Graduates are also eligible to apply for the credential of Certified Alcohol Counselor offered by the Massachusetts Committee for Voluntary Certification of Alcoholism Counselors, Inc. Graduates need to pass an exam and complete additional supervised work experience to be eligible for either of these credentials.

**D. How does the curriculum contribute to the student accomplishing the institutional outcomes?**

The College's institutional-level outcomes include communication and quantitative reasoning skills. The program's course offerings and other experiences support these outcomes as students are required to prepare appropriately formatted written case presentations, as well as to provide effective oral presentations of cases. The ability to effectively communicate is integral to success as a professional counselor.

In addition, the students in the program need to be able to interpret information presented in tabular and graphical formats, as well as to present data in those formats.

**E. How does the curriculum contribute to the student accomplishing the program specific outcomes?**

The contribution of the curriculum to students accomplishing the program specific learning outcomes are detailed in the program's Outcomes and Curriculum Map, included in Appendix 3.

## **SECTION FOUR: PROGRAM RESOURCES**

### **I. FACULTY**

**A. Discuss the number of faculty assigned to the program with respect to its adequacy to complete all activities associated with maintaining a high-quality educational program. (See completed Chart 5(A), Chart 5(B), and Chart 5(C) in Appendix 1.)**

The Human Services Program has one full time faculty person who teaches almost exclusively in the Alcohol/Drug Abuse Counseling Certificate program. However, there is no officially designated assignment of any one faculty person to the Alcohol/Drug Abuse Counseling Certificate. In addition, there are two other full time faculty who teach a course or two per semester as needed in the certificate program. All other faculty are DCE adjuncts.

Please see comments below in section C as regards the adequacy of the number of faculty to complete all activities associated with maintaining a high quality educational program.

*If the program holds specialized accreditation or approval, state the number of full-time faculty (or full-time equivalent faculty) required by the outside agency. Write "NA" if not applicable.*

NA

**B. Indicate the percentage of faculty that are full-time, as well as the percentage of credit hours taught by full-time faculty. (See Chart 5 (D) in Appendix 1.)**

In spring 2009, fall 2009 and spring 2010 semesters, 60%, 60% and 50%, respectively, of faculty were full time. In spring 2009, fall 2009 and spring 2010 semesters, full time faculty respectively taught 74%, 81% and 72% of the credit hours.

**C. Discuss how the percentage of full-time faculty, both in terms of numbers and credit hours taught, impacts the program.**

As noted in section A, the Human Services Program has one full time faculty person who teaches almost exclusively in the Alcohol/Drug Abuse Counseling Certificate program. However, there is no officially designated assignment of any one faculty person to the Alcohol/Drug Abuse Counseling Certificate. In addition, there are two other full time faculty who teach a course or two per semester as needed in the certificate program. All other faculty are DCE adjuncts.

In spring 2010 for example, of 31 credit hours taught in the Alcohol/Drug Abuse Counseling Certificate, 9 were taught by DCE faculty, 6 were taught by full time faculty who primarily taught in other related human services certificate and degree programs and only 17 credits were taught (55%) by the one full time faculty with primary teaching responsibilities within the Alcohol/Drug Abuse Counseling Certificate program.

The faculty assignment is not adequate to meet the intensive academic advising needs of these students, given the responsibilities that these faculty members have to other human service program majors, other NECC programs, administrative responsibilities and the time intensive nature of practicum instruction and supervision. "Academic advising" for this group of students extends beyond the less complicated issues of choosing appropriate courses and course loads. The life events with which many of the students struggle include homelessness, recovery from substance abuse, domestic violence, poverty, suicidal impulses and major mental illness. These issues are brought into the "academic advising" relationship and require time and attention even though we are not functioning in the role of human service provider for that student.

The faculty assignment is also not adequate to meet professional and college responsibilities such as ongoing program assessment.

Faculty also devote a considerable amount of time to recruitment and marketing as the program draws upon an older group of students. Traditional recruitment of high school students has not proven to be an effective vehicle for this program.

The system for addressing the needs of the applicant to our Human Services Program and to current program students during the summer break between spring and fall semesters as well as the winter break between fall and spring semesters is barely adequate. Our students have a well-established pattern of late application. Program Information Sessions and interviews with each applicant are essential to the success of this program and its student. However, such sessions and interviews are also time intensive. Given that faculty do not have any consistent availability over the summer break between spring and fall semester and during the January break, the needs of applicants and current students for interviews, questions, information sessions, and academic advising have not always been adequately met. Practicum placement is also required during these times so that students may interview and be cleared by the CORI/SORI/CHRI process at their practicum site (in addition to the CORI/SORI/CHRI process at the college) and be ready to begin their practicum in a timely fashion at the start of the semester. Delays in starting practicum placements undermine student success. Our staff associate has been a significant help with many of these tasks and we have hopes that the position will continue to be funded. Funding for the hours required during these semester breaks increased significantly for summer 2010 but has otherwise been insufficient and remains undependable  
(for both the Program Coordinator and the Staff Associate roles and responsibilities).

**D. For each faculty member, document their credentials and professional activities. (See the copies of Chart 6 in Appendix 1 completed for each faculty member [full, part-time, or DCE]).** *(Note: Each individual faculty member should complete his/her own chart and submit it to the Program Coordinator or designee.)*

**Describe and summarize the credentials and the activities of program faculty with respect to maintaining their status as content experts and remaining current in their field of expertise.**

As demonstrated by the individual charts, each faculty person has attained graduate degrees representing a range of human service fields, such as social work, counseling psychology, community mental health and mental health counseling. The interdisciplinary nature of faculty reflects that blending of perspectives desired within the field and stipulated in standards set by the Council for Standards in Human Service Education. Additionally, each faculty person has significant clinical experience that is essential in this career field where integration and application of theory is germane.

## **II. CLASSROOMS AND LABORATORIES**

**Discuss whether the program has classrooms and laboratories of sufficient quality and quantity to provide an environment conducive to effective teaching and learning. (How did the program coordinator/faculty make this decision?)**

As of September 2010, classrooms on the Haverhill campus have been modified and are now predominantly "smart" classrooms allowing for reliable access to the web and instructional technology. Seating is vastly improved and more appropriate for our adult learners. Although the new tables are an improvement, they do encourage a more traditional seating arrangement whereby students remain seated in rows facing the front of the classroom and presumably, the instructor. Limited space and the weight of these tables discourage modification of the seating. In contrast, tables on casters or rollers would allow for easily modified seating arrangements and would facilitate small group work and other active, cooperative learning approaches with the students.

## **III. INSTRUCTIONAL TECHNOLOGY**

**Describe the instructional technology required to support the program's curriculum plan. Discuss whether the current instructional technology is of sufficient quality and quantity to provide an environment conducive to effective teaching and learning. (How did the program coordinator/faculty make this decision?)**

The current instructional technology appears to be sufficient. Reliable access to the internet on the Haverhill campus will encourage the development of web companion courses and possibly hybrid or online classes in the future, as time and resources permit.

## **IV. LIBRARY AND RELATED LEARNING RESOURCES**

**Discuss whether the program has access to library and related learning resources adequate to support the curriculum plan and to provide an environment conducive to effective teaching**

**and learning.** *(How does the program use the library and related learning resources in the implementation of the curriculum plan? Describe the process used by the program to determine the adequacy of library and related learning resources.)*

The library staff have extended themselves to our students and regularly provide orientation sessions in the fall and spring semesters to help our students gain some familiarity and comfort accessing their resources. They have been responsive to requests for particular material within this field. We do place some readings on reserve in the library which requires students to make use of the library if they wish to complete their assignments.

Faculty regularly refer to and collaborate with other learning resources such as the Academic Tutoring Center, the Developmental Studies faculty, the Career Planning center and the PACE program. The Tutoring Center has been responsive to requests for study groups and peer tutoring.

Students in some human services classes are encouraged to submit drafts of their written work with their final copy to demonstrate their ongoing efforts to improve writing skills through the use of the Writing Lab or the Academic Tutoring Center.

## **V. FINANCIAL RESOURCES**

**Discuss whether the program's financial resources are adequate for the program to achieve its stated mission.**

*(How does the program coordinator/faculty participate in developing the program/department budget? How does the program coordinator/faculty participate in evaluating the adequacy of the budget to support effective teaching and learning?)*

As of spring 2007, the Human Services Program Coordinator submits a budget to the Dean of our Division and to the Vice President of Academic Affairs for the next academic year. Faculty have an opportunity to provide input to that budget before it is submitted by the Program Coordinator.

This budget is for all 3 certificate programs as well as the associate degree program under the umbrella of the Human Services Program. There is no separate budget for the certificate program.

## **VI. CONTENT EXPERTS**

### **A. Does the program have an Advisory Committee?**

Yes    ☒    No    ☐

**IF NO, skip to VI (B).**

**IF YES, please complete items 1 through 5 below.**

1. Insert the roster of Advisory Committee members.

The current membership of the Human Services Program Committee is as follows:

Ms. Priscilla Chaves  
Human Resources Manager  
GLCAC Headstart  
305 Essex Street  
Lawrence, MA 01840

Mr. Nick Costello  
Executive Director  
Link House, Inc.  
Salisbury, MA 01952

Ms. Mary M. Crockett  
Clinical Director  
Habit OPCO  
Lynn, MA

Ms. Geraldine Dorr  
Executive Director  
Turning Point Inc.  
Newburyport, MA

Ms. Sharon Guinta  
Emmaus Inc.  
Haverhill, MA

Ms. Kyle Knipe  
The Psychological Center  
Lawrence, MA 01840

Ms. Jeanine T. Murphy  
Executive Director  
Emmaus, Inc  
Haverhill, MA 01830

Ms. Shelley Washitz  
Haverhill District Court  
Haverhill, MA

3. Report the schedule of meetings for the past three years, or as many as available if the Advisory Committee has been meeting for less than three years.

The Human Services Program Advisory Committee meets regularly, twice per academic year, once in the spring and once in the fall semester. There was no meeting in Spring 2011 semester as the Program Coordinator was on sabbatical. There is one Advisory Committee for the entire Human Services Program. There is no separate advisory committee for the certificate program.

3. Insert copies of the Advisory Committee minutes for the past three years. (See Appendix 2.)

Please see Appendix 2 for copies of minutes from February 28, 2007, October 22, 2007, March 5, 2008, October 20, 2008, February 25, 2009, October 19, 2009, March 1, 2010 and October 18, 2010.

There was no scheduled advisory committee meeting in spring 2011, as previously noted, given that the Program Coordinator was on sabbatical.

4. Describe the input of the Advisory Committee experts on program outcomes.

The Human Services Program Advisory Committee has reviewed and discussed the program outcomes on several occasions within the past five years and has been highly constructive in its feedback.

5. Describe the usefulness of the Advisory Committee relative to anticipating changes and challenges that need to be met by the program.

The Advisory Committee has been an invaluable resource in anticipating changes and opportunities and challenges for the Program. For example, in October of 2008, the members discussed the current fiscal crisis resulting in numerous cuts to human services. This shift impacts the clients our students see, the number of practicum placements and the quality and quantity of supervisors within those placements. Similarly, in February of 2009 the members discussed challenges facing the program related to proportional representation of minorities.

**NOW GO TO QUESTION VI (C).**

**B. Does the program have any plans to develop an Advisory Committee?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**IF NO, what is the program's rationale for this decision?**

**IF YES, please detail below.**

**NOW GO TO SECTION VI (C).**

**C. Does the program use content experts other than those represented in an Advisory Committee?**

Yes      x                        No          

**IF NO, skip to Section Five.**

**IF YES, please discuss below and then go to Section Five.**

The program has regularly drawn upon experts from the community to present as guest lecturers for relevant issues. For example, HUS103 Community Resources and Client Populations, has regularly invited guest presenters to class to help students better understand the variety of settings, roles and skills required in this career field. Guest presenters have included the Director of Samaritans as well as college staff who have presented on such topics as Stress and Burnout.



## **SECTION FIVE: PROGRAM OUTCOMES**

### **I. PROGRAM OUTCOME ASSESSMENT PLAN**

**A. Insert the Program Outcome Assessment Plan for the previous three years. (See Plan in Appendix 3.)**

*(If the program has participated in Program Outcomes Assessment for fewer than three years, please comment on the reason and insert the number of Program Outcome Assessment plans the program has completed.)*

The Alcohol/Drug Abuse Counseling Certificate program developed its initial Outcomes Assessment Plan in Spring 2010. That initial plan has been subsequently revised on several occasions.

**B. How has the Program Review contributed to, supported, or confirmed the findings of the Program Outcome Assessment Plan activities?**

The outcome assessment plan is new. Assessment activities are planned for academic year 2011-2012.

## SECTION SIX: SUMMARY

### I. CONCLUSIONS: PROGRAM STRENGTHS AND WEAKNESSES

A. List and describe the program's major strengths, based on information obtained in the Program Review. Cite evidence for each identified strength.

AREA OF STRENGTH	EVIDENCE
Program demand	Growth in applications and enrollment (see chart 1, Appendix 1) and Employment projections for Massachusetts, New Hampshire and the nation (See Appendix 5).
Program retention	Program retention rate is higher than that of all NECC programs (See Chart 4, Appendix 1).
Quality of the program faculty	Program faculty are highly professional, representing a range of disciplines with both clinical and academic credentials, committed to the success of their students. (See Appendix 1, Chart 6 for faculty credentials.)
Positive college outcome	See Chart 4, Appendix 1. Favorable comparison of positive college outcome to all NECC programs.
Active advisory committee	See meeting minutes in Appendix 2.
Smart classrooms	Renovations and updates completed for fall 2010 have provided internet access, TV, DVD and VCR players in nearly all classrooms.
Increased accessibility of the program to students.	All certificate program courses are now offered on both the Lawrence and the Haverhill campuses.
Recognition by licensing and credentialing agencies.	Graduates are able to pursue licensing in both New Hampshire and Massachusetts and are able to pursue professional credentialing from the Massachusetts Committee for Voluntary Certification of Alcoholism Counselors Inc. They do need to complete additional supervised work experience and achieve qualifying scores on an exam required for each credential.

B. List and describe the program's weaknesses or areas in which improvement is desirable, based on information obtained in the Program Review. Cite evidence for each identified weakness or area for improvement.

WEAKNESS OR AREA FOR IMPROVEMENT	EVIDENCE
Insufficient faculty to adequately advise certificate program majors during the academic year.	Enrollment in the certificate program has grown dramatically (see Appendix 1). Although the staff associate provides some additional advising to all students within the entire human services program, there has been no proportional increase in faculty for advising. As mentioned in the program review, these students frequently require more time intensive contacts to address a range of concerns beyond those which are strictly academic ones.
Inadequate system for addressing applicant and student needs during the semester breaks (summer and winter).	Faculty have limited availability, if any, over the summer breaks, and between the fall and spring semesters. Funding for program coordinator and staff associate coverage during these times is undependable and usually insufficient, raising concerns about whether applicant and student needs will be addressed for advising, interviewing, registration, practicum placement.
Representation of minority students within the program	The minority representation within the certificate program is less than that in the total NECC student population. (See chart 3, Appendix 1)
Lower retention of female students as compared to male students, although overall program retention is good.	(See Appendix 1)
Nature of classroom furniture (large and heavy tables) in many classrooms fosters traditional, less interactive structure rather than allowing for more flexible seating arrangements of small groups, a large circle of seated students, etc.	See Section IV, Program Resources, part II, Classrooms and Laboratories.

## II. ACTION PLAN

**For each identified weakness or area in which improvement is desirable, submit an Action Plan.** *(When designing the Action Plan, a suggested plan would include the elements of Process Management using a Plan-Do-Study-Act (PDSA) cycle.) (Note: Add as many of the following tables as necessary.)*

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Insufficient faculty to adequately advise certificate program majors during the academic year.	Work with Dean of Division to consider request for additional faculty. Continue to work with current staff associate to continue to optimize effective use of her time. Assess impact of new Degree Works software.	Program Coordinator and Dean of Division.	AY2011-2012	

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Inadequate system for addressing applicant and student needs during the semester breaks (summer and winter).	Discuss and collaborate with Dean of Division to consider possible options.	Program Coordinator and Dean	AY2011-2012	

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Representation of minority students within the program	Collaborate with Dean of Division to consider options including ongoing monitoring to verify pattern, and possible outreach efforts.	Program Coordinator and Dean of Division.	AY2011-2012	

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Although overall program retention is good, there is lower retention of female students as compared to male students in the program	Collaborate with Dean of Division to consider options including ongoing monitoring to verify pattern, and possible follow up to program drop outs.	Program Coordinator and Dean of Division.	AY2011-2012	

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Difficulty organizing classroom seating in non-traditional fashion given heavy and large desks. In contrast, tables and chairs on rollers allow for rapid and easy re-structuring of seats.	Collaborate with Dean of Division to provide input to appropriate personnel for consideration in future purchases.	Program Coordinator and Dean of Division.	AY2011-2012	

## APPENDICES

**APPENDIX 1**  
**CHARTS 1-6**

# Alcohol-Drug Abuse Counseling Certificate - 0217

## Chart 1. Student Demand

	AY 2007- 2008	AY 2008- 2009	AY 2009- 2010	3 Year Average
Total Applications	31	43	45	40
First Time Freshmen who registered	6	10	9	8
External Transfers who registered	7	7	10	8
Internal Transfers who registered	0	0	0	0
Readmitted Students who registered	14	21	21	19
Total Students new to program	27	38	40	35
Total Unduplicated Enrollment	49	59	68	59

## Chart 2. Program Completion/Student Transfer

	AY 2007- 2008	AY 2008- 2009	AY 2009- 2010	3 Year Average
Program Graduates	12	8	12	11
Students who transfer prior to graduation from program (multiple years out)	4	NA	NA	NA

## Chart 3. Student Demographics

		Asian	Black	Cape Verdean	Hawaiian/Pacific Islander	Hispanic	Native American/ Native Alaskan	White	Non-Resident Alien	Multi-Racial	Unknown	Total	Minority Percentage (unprorated)
AY 2007-2008	Male	0	0	-	0	5	0	19	0	-	0	24	21%
	Female	0	0	-	0	2	0	21	0	-	2	25	8%
	Total	0	0	-	0	7	0	40	0	-	2	49	14%
AY 2008-2009	Male	0	2	-	-	3	0	18	0	-	0	23	22%
	Female	0	0	-	-	4	0	29	0	-	3	36	11%
	Total	0	2	-	-	7	0	47	0	-	3	59	15%
AY 2009-2010	Male	0	2	0	0	3	0	19	0	0	0	24	21%
	Female	0	0	0	0	4	1	38	0	0	1	44	11%
	Total	0	2	0	0	7	1	57	0	0	1	68	15%



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**Chart 4. Fall to Fall Retention**

\* Program Retention = (Graduated from This Program + Still Enrolled in This Program)/Fall Cohort

\*\* Positive College Outcome = (Total Graduates + Total Active)/Fall Cohort

	Fall 2007-Fall 2008		Fall 2008-Fall 2009		Fall 2009-Fall 2010	
	#	%	#	%	#	%
<b>FALL COHORT</b>	<b>37</b>	<b>-</b>	<b>47</b>	<b>-</b>	<b>60</b>	<b>-</b>
<b>GRADUATES</b>						
Graduated from This Program *	11	30%	7	15%	12	20%
Graduated from Any Other Program	0	0%	1	2%	0	0%
<b>TOTAL Graduates **</b>	<b>11</b>	<b>30%</b>	<b>8</b>	<b>17%</b>	<b>12</b>	<b>20%</b>
Graduated from This Program and then Transferred to 4-Year	3	8%	2	4%	2	3%
Graduated from Any Other Program and then Transferred to 4-Year	0	0%	0	0%	0	0%
<b>Total Graduates who Transferred to 4-Year</b>	<b>3</b>	<b>8%</b>	<b>2</b>	<b>4%</b>	<b>2</b>	<b>3%</b>
Graduated from this Program and Enrolled in Another NECC Program	3	8%	2	4%	5	8%
Graduated from Any Other Program and Enrolled in Another NECC Program	0	0%	1	2%	0	0%
<b>Total Graduates who Enrolled in Another NECC Program</b>	<b>3</b>	<b>8%</b>	<b>3</b>	<b>6%</b>	<b>5</b>	<b>8%</b>
Graduated from this Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	5	14%	3	6%	5	8%
Graduated from Any Other Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	0	0%	0	0%
<b>Total Graduates who did not Transfer to 4-year or Enroll in Another NECC Program</b>	<b>5</b>	<b>14%</b>	<b>3</b>	<b>6%</b>	<b>5</b>	<b>8%</b>
<b>NON-GRADUATES - ACTIVE</b>						
Transferred to 4-Year	5	14%	3	6%	1	2%
Still Enrolled in This Program *	10	27%	20	43%	19	32%
Still Enrolled, but in Another NECC Program	2	5%	5	11%	8	13%
<b>TOTAL Active **</b>	<b>17</b>	<b>46%</b>	<b>28</b>	<b>60%</b>	<b>28</b>	<b>47%</b>
Inactive - Did not graduate or transfer and they are not enrolled at NECC						
<b>TOTAL Inactive</b>	<b>9</b>	<b>24%</b>	<b>11</b>	<b>23%</b>	<b>20</b>	<b>33%</b>
<b>Program Retention</b>	<b>21</b>	<b>57%</b>	<b>27</b>	<b>57%</b>	<b>31</b>	<b>52%</b>
<b>Positive College Outcome</b>	<b>28</b>	<b>76%</b>	<b>36</b>	<b>77%</b>	<b>40</b>	<b>67%</b>

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MINORITY (H/ASB)

	Fall 2007-Fall 2008		Fall 2008-Fall 2009		Fall 2009-Fall 2010	
	#	%	#	%	#	%
FALL COHORT	5	-	5	-	10	-
GRADUATES						
Graduated from This Program *	1	3%	0	0%	0	0%
Graduated from Any Other Program	0	0%	0	0%	0	0%
TOTAL Graduates **	1	3%	0	0%	0	0%
Graduated from This Program and then Transferred to 4-Year	0	0%	0	0%	0	0%
Graduated from Any Other Program and then Transferred to 4-Year	0	0%	0	0%	0	0%
Total Graduates who Transferred to 4-Year	0	0%	0	0%	0	0%
Graduated from this Program and Enrolled in Another NECC Program	0	0%	0	0%	0	0%
Graduated from Any Other Program and Enrolled in Another NECC Program	0	0%	0	0%	0	0%
Total Graduates who Enrolled in Another NECC Program	0	0%	0	0%	0	0%
Graduated from this Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	1	3%	0	0%	0	0%
Graduated from Any Other Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	0	0%	0	0%
Total Graduates who did not Transfer to 4-year or Enroll in Another NECC Program	1	3%	0	0%	0	0%
NON-GRADUATES - ACTIVE						
Transferred to 4-Year	2	5%	1	2%	1	2%
Still Enrolled in This Program *	1	3%	2	4%	3	5%
Still Enrolled, but in Another NECC Program	0	0%	0	0%	1	2%
TOTAL Active **	3	8%	3	6%	5	8%
Inactive - Did not graduate or transfer and they are not enrolled at NECC						
TOTAL Inactive	1	3%	2	4%	5	8%
Program Retention	2	40%	2	40%	3	30%
Positive College Outcome	4	80%	3	60%	5	50%

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## MAJORITY (W)

	Fall 2007-Fall 2008		Fall 2008-Fall 2009		Fall 2009-Fall 2010	
	#	%	#	%	#	%
<b>FALL COHORT</b>	<b>31</b>	<b>-</b>	<b>40</b>	<b>-</b>	<b>44</b>	<b>-</b>
<b>GRADUATES</b>						
Graduated from This Program *	9	24%	6	13%	9	15%
Graduated from Any Other Program	0	0%	1	2%	0	0%
<b>TOTAL Graduates **</b>	<b>9</b>	<b>24%</b>	<b>7</b>	<b>15%</b>	<b>9</b>	<b>15%</b>
Graduated from This Program and then Transferred to 4-Year	3	8%	1	2%	2	3%
Graduated from Any Other Program and then Transferred to 4-Year	0	0%	0	0%	0	0%
<b>Total Graduates who Transferred to 4-Year</b>	<b>3</b>	<b>8%</b>	<b>1</b>	<b>2%</b>	<b>2</b>	<b>3%</b>
Graduated from this Program and Enrolled in Another NECC Program	3	8%	2	4%	3	5%
Graduated from Any Other Program and Enrolled in Another NECC Program	0	0%	1	2%	0	0%
<b>Total Graduates who Enrolled in Another NECC Program</b>	<b>3</b>	<b>8%</b>	<b>3</b>	<b>6%</b>	<b>3</b>	<b>5%</b>
Graduated from this Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	3	8%	3	6%	4	7%
Graduated from Any Other Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	0	0%	0	0%
<b>Total Graduates who did not Transfer to 4-year or Enroll in Another NECC Program</b>	<b>3</b>	<b>8%</b>	<b>3</b>	<b>6%</b>	<b>4</b>	<b>7%</b>
<b>NON-GRADUATES - ACTIVE</b>						
Transferred to 4-Year	3	8%	2	4%	0	0%
Still Enrolled in This Program *	9	24%	18	38%	16	27%
Still Enrolled, but in Another NECC Program	2	5%	4	9%	7	12%
<b>TOTAL Active **</b>	<b>14</b>	<b>38%</b>	<b>24</b>	<b>51%</b>	<b>23</b>	<b>38%</b>
<b>Inactive - Did not graduate or transfer and they are not enrolled at NECC</b>						
<b>TOTAL Inactive</b>	<b>8</b>	<b>22%</b>	<b>9</b>	<b>19%</b>	<b>12</b>	<b>20%</b>
<b>Program Retention</b>	<b>18</b>	<b>58%</b>	<b>24</b>	<b>60%</b>	<b>25</b>	<b>57%</b>
<b>Positive College Outcome</b>	<b>23</b>	<b>74%</b>	<b>31</b>	<b>78%</b>	<b>32</b>	<b>73%</b>

# Alcohol-Drug Abuse Counseling Certificate - 0217

## **FEMALE**

	Fall 2007-Fall 2008		Fall 2008-Fall 2009		Fall 2009-Fall 2010	
	#	%	#	%	#	%
<b>FALL COHORT</b>	<b>19</b>	<b>-</b>	<b>30</b>	<b>-</b>	<b>38</b>	<b>-</b>
<b>GRADUATES</b>						
Graduated from This Program *	5	14%	2	4%	5	8%
Graduated from Any Other Program	0	0%	1	2%	0	0%
<b>TOTAL Graduates **</b>	<b>5</b>	<b>14%</b>	<b>3</b>	<b>6%</b>	<b>5</b>	<b>8%</b>
Graduated from This Program and then Transferred to 4-Year	0	0%	1	2%	1	2%
Graduated from Any Other Program and then Transferred to 4-Year	0	0%	0	0%	0	0%
<b>Total Graduates who Transferred to 4-Year</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>2%</b>	<b>1</b>	<b>2%</b>
Graduated from this Program and Enrolled in Another NECC Program	3	8%	0	0%	1	2%
Graduated from Any Other Program and Enrolled in Another NECC Program	0	0%	1	2%	0	0%
<b>Total Graduates who Enrolled in Another NECC Program</b>	<b>3</b>	<b>8%</b>	<b>1</b>	<b>2%</b>	<b>1</b>	<b>2%</b>
Graduated from this Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	2	5%	1	2%	3	5%
Graduated from Any Other Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	0	0%	0	0%
<b>Total Graduates who did not Transfer to 4-year or Enroll in Another NECC Program</b>	<b>2</b>	<b>5%</b>	<b>1</b>	<b>2%</b>	<b>3</b>	<b>5%</b>
<b>NON-GRADUATES - ACTIVE</b>						
Transferred to 4-Year	4	11%	2	4%	0	0%
Still Enrolled in This Program *	4	11%	13	28%	13	22%
Still Enrolled, but in Another NECC Program	1	3%	5	11%	7	12%
<b>TOTAL Active **</b>	<b>9</b>	<b>24%</b>	<b>20</b>	<b>43%</b>	<b>20</b>	<b>33%</b>
<b>Inactive - Did not graduate or transfer and they are not enrolled at NECC</b>						
<b>TOTAL Inactive</b>	<b>5</b>	<b>14%</b>	<b>7</b>	<b>15%</b>	<b>13</b>	<b>22%</b>
<b>Program Retention</b>	<b>9</b>	<b>47%</b>	<b>15</b>	<b>50%</b>	<b>18</b>	<b>47%</b>
<b>Positive College Outcome</b>	<b>14</b>	<b>74%</b>	<b>23</b>	<b>77%</b>	<b>25</b>	<b>66%</b>

# Alcohol-Drug Abuse Counseling Certificate - 0217

MALE

	Fall 2007-Fall 2008		Fall 2008-Fall 2009		Fall 2009-Fall 2010	
	#	%	#	%	#	%
FALL COHORT	18	-	17	-	22	-
GRADUATES						
Graduated from This Program *	6	16%	5	11%	7	12%
Graduated from Any Other Program	0	0%	0	0%	0	0%
<b>TOTAL Graduates **</b>	<b>6</b>	<b>16%</b>	<b>5</b>	<b>11%</b>	<b>7</b>	<b>12%</b>
Graduated from This Program and then Transferred to 4-Year	3	8%	1	2%	1	2%
Graduated from Any Other Program and then Transferred to 4-Year	0	0%	0	0%	0	0%
<b>Total Graduates who Transferred to 4-Year</b>	<b>3</b>	<b>8%</b>	<b>1</b>	<b>2%</b>	<b>1</b>	<b>2%</b>
Graduated from this Program and Enrolled in Another NECC Program	0	0%	2	4%	4	7%
Graduated from Any Other Program and Enrolled in Another NECC Program	0	0%	0	0%	0	0%
<b>Total Graduates who Enrolled in Another NECC Program</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>4%</b>	<b>4</b>	<b>7%</b>
Graduated from this Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	3	8%	2	4%	2	3%
Graduated from Any Other Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	0	0%	0	0%
<b>Total Graduates who did not Transfer to 4-year or Enroll in Another NECC Program</b>	<b>3</b>	<b>8%</b>	<b>2</b>	<b>4%</b>	<b>2</b>	<b>3%</b>
NON-GRADUATES - ACTIVE						
Transferred to 4-Year	1	3%	1	2%	1	2%
Still Enrolled in This Program *	6	16%	7	15%	6	10%
Still Enrolled, but in Another NECC Program	1	3%	0	0%	1	2%
<b>TOTAL Active **</b>	<b>8</b>	<b>22%</b>	<b>8</b>	<b>17%</b>	<b>8</b>	<b>13%</b>
Inactive - Did not graduate or transfer and they are not enrolled at NECC						
<b>TOTAL Inactive</b>	<b>4</b>	<b>11%</b>	<b>4</b>	<b>9%</b>	<b>7</b>	<b>12%</b>
Program Retention	12	67%	12	71%	13	59%
Positive College Outcome	14	78%	13	76%	15	68%

**CHART 5 (A), (B), (C), (D): FACULTY RESOURCES**

[illegible]

**CHART 5 (A), (B), (C), (D) : FACULTY RESOURCES**

[illegible]

**CHART 5 (A), (B), (C), (D): FACULTY RESOURCES**

[illegible]



ACADEMIC PROGRAM REVIEW: Alcohol/Drug Abuse Counseling Certificate  
**CHART 5 (A), (B), (C), (D): FACULTY RESOURCES**

**CHART 5 (D): COMPARISONS BETWEEN FULL-TIME AND NON-FULL-TIME FACULTY (PART-TIME AND DCE):  
OVERALL NUMBERS AND CREDIT HOURS TAUGHT**

TERM	# FULL-TIME FACULTY (FTF)	# CREDIT HOURS TAUGHT BY FULL-TIME FACULTY (FTCH)	# OF NON-FULL-TIME FACULTY (NFTF)	# CREDIT HOURS TAUGHT BY NON-FULL-TIME FACULTY (NFTCH)	TOTAL # OF FACULTY (FTF + NFTF) (TF)	TOTAL # CREDIT HOURS TAUGHT by FTF + NFTF (TCH)	PERCENTAGE OF FACULTY THAT ARE FULL-TIME (FTF / TF)	PERCENTAGE OF CREDIT HOURS TAUGHT BY FULL-TIME FACULTY (FTCH / TCH)
SPRING 2010	3	23	3	9	6	32	50%	72%
FALL 2009	3	26	2	6	5	32	60%	81%
SPRING 2009	3	21.5	2	7.5	5	29	60%	74%

# CHART 6: FACULTY CREDENTIALS

## CHART 6: FACULTY CREDENTIALS

Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Mary Crockett

Current Academic Rank:	Adjunct Professor	Tenure Status	Tenured [ ]	Not Tenured [X]
<b>Academic Degrees:</b>				
Bachelor Degree BA [ ] BS [X]		Concentration:	Psychology	
Institution Granting Degree:		UMass-Boston		
Masters Degree:	MA [ ]	MS [ ]	MEd [X] Counselor Training	MBA [ ] MPH [ ] Other :
Institution Granting Degree		UMass-Boston		
Doctorate:	PhD [ ]	EdD [ ]	JD [ ]	Other:
Concentration:				
Institution Granting Degree				
<b>Certifications</b>				
Type	Issuing Agency		Date	
LMHC	Commonwealth of Mass –Div of Professional Licensure		Expires 12/31/2011	
LADC	Commonwealth of Massachusetts		Expires 9/30/2012	
CADC	MCVCAC		Expires 5/31/2013	
Membership in Professional Organizations		Awards		
MaMHCA				
Publications (relevant to teaching responsibilities)		Presentations (relevant to teaching responsibilities)		

# CHART 6 (CONTINUED)

<b>NAME: Mary Crockett</b>		
<b>Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)</b>		
Type	Sponsoring Agency	Date
Relational Trauma and Addictive Disorders: 6 CEUs	Habit OPCO, Inc	6/1/11
NIATx Fundamentals: Improving Client Access & Retention Through Process Improvement: 5.75 CEUs	AdCare Edu	5/11/11
Harm Reduction & the Opiate Epidemic & the Myths of Methadone Maintenance: 4 CEUs	N.Central D.D. Task Force	5/6/11
Treating the Addictions: 14 CEUs	Harvard Medical	3/4-5/11
Aftershock: Treatment of PTSD & Addiction: 5 CEUs	Lemuel Shattuck Hospital	11/12/10
Helping Clients Manage Medications: 1 CEU	Nat. Assoc. Addiction Prof	9/8/10
Integrating Combined Therapies: 1 CEU	Nat. Assoc. Addiction Prof	7/14/10
Motivational Interviewing & Contingency Management: How to Retain Patients for Supervisors: 6 CEUs	Habit OPCO, Inc	4/23/10
Treating the Addictions: 14 CEUs	Harvard Medical	3/5-6/10
Stimulants: Caffeine, Amphetamines, & Appetite Suppressants: 3 CEUs	Institute Natural Resource	3/11/09
Role of Medication in Substance Abuse Treatment: 1 CEU	Join Together	3/5/09
Non-Traditional Approaches: Anxiety, Insomnia, & Depression: 3 CEUs	Institute Natural Resource	2/12/09
The Mechanics of Substance Abuse Treatment-How to Get it to Work!: 5.5 CEUs	Lemuel Shattuck Hospital	11/14/08
Supervisory & Leadership Skills for Human Service Managers: 6 CEUs	Comm. Prog. Innovations	10/24/08
Dialectic Behavioral Therapy: Overview and Practical Skills: 1 CEU	CAB Health & Recovery	8/6/08
<b>Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.</b>		
<p>I am a Licensed Mental Health Counselor (LMHC) and Licensed Alcohol &amp; Drug Counselor (LADC) with 16 years of experience working in the field of addiction treatment. I have 10 years of experience as a clinical supervisor and/or program director.</p>		

# CHART 6: FACULTY CREDENTIALS

Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

<b>NAME: John W. Davidson</b>						
Current Academic Rank:		Instructor		Tenure Status		Tenured [ ] Not Tenured [ X ]
<b>Academic Degrees:</b>						
Bachelor Degree BA [ ] BS [ X ]		Concentration: Management				
Institution Granting Degree:		Lowell Technological Institute				
Masters Degree:	MA [ ]	MS [ ]	MEd [ X ]	MBA [ ]	MPH [ ]	Other :
Concentration:		Psychology				
Institution Granting Degree		Cambridge College				
Doctorate:	PhD [ ]	EdD [ ]	JD [ ]	Other:		
Concentration:						
Institution Granting Degree						
<b>Certifications</b>						
Type		Issuing Agency			Date	
Membership in Professional Organizations		Awards				
American Psychological Association						
American Mental Health Counseling Association						
Publications (relevant to teaching responsibilities)		Presentations (relevant to teaching responsibilities)				
		"How to Teach Northern Essex Students" September 15, 2007				

CHART 6 (CONTINUED)

NAME: John W. Davidson			
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)			
Type	Sponsoring Agency	Date	
Collaborative Teaching	Kaplan	8/2007	
Treating the Addiction	Harvard University	3/6-7/2003	
"Bomb Proof Activities"	Hesser College	2/6/2009	
"Mental Health Counselor's Clinical Practice Companion"	AMHCA-Kendall & Hunt	7/2/2009	
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.			
<p>(1) Very positive student evaluations from Hesser College and NECC</p> <p>(2) Asked to present ways in which to effectively teach students at NECC – presentation was to new and experienced teachers.</p> <p>(3) Quarterly I take courses on how to teach effectively.</p>			

# CHART 6: FACULTY CREDENTIALS

Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Mary DiGiovanni

Current Academic Rank:		Professor Emeritus		Tenure Status		Tenured [ X ]		Not Tenured [ ]	
<b>Academic Degrees:</b>									
Bachelor Degree BA [ ] BS [ X ]		Concentration:		Nursing					
Institution Granting Degree:		Boston College							
Masters Degree: MA [ ]		MS [ X ]		Med [ ]		MBA [ ]		MPH [ ]	
Concentration:		Community Mental Health						Other :	
Institution Granting Degree		Boston College Graduate School Arts & Science							
Doctorate:		PhD [ ]		EdD [ ]		JD [ ]		Other:	
Concentration:									
Institution Granting Degree									
<b>Certifications</b>									
<b>Type</b>		<b>Issuing Agency</b>				<b>Date</b>			
RN (Registered Nurse)		Commonwealth of Massachusetts Department of Public Health				3-5-12			
LMHC (Mental Health Counselor)		Commonwealth of Massachusetts Division of Professional Licensures				12-31-11			
<b>Memberships in Professional Organizations</b>									
NEOHSE (New England Organization of Human Service Education)		Founders Award							
NOHS (National Organization for Human Services)		Lenore McNeer Award - Human Service Excellence							
<b>Awards</b>									
Publications (relevant to teaching responsibilities)		Presentations (relevant to teaching responsibilities)							
DiGiovanni, Mary "National Community Support Skill Standards" in Harris, Howard S., Maloney, David C. and Rother, Franklin M. (Eds.) Human Services: Contemporary Issues & Trends. Boston: Allyn and Bacon.									
DiGiovanni, Mary: CSHSE: Council for Standards in Human Service Education. Monograph Series, Spring 2009. CSHSE: Legacy: Past, Present, and Future.									

# CHART 6 (CONTINUED)

<b>NAME: Mary DiGiovanni</b>			
<b>Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)</b>			
Type	Sponsoring Agency	Date	
Emotional Intelligence: Enhancing Personal Impact in Workplace	Mass. School Professional Psychology	11-18-05	
Cognitive Therapy for the Depressed	Mass. School Professional Psychology	11-19-05	
Connection between Spirituality & Mental Health: Building Community	Mass. School Professional Psychology	12-03-05	
Reinventing Yourself with Lego Serious Play	Mass. School Professional Psychology	12-02-05	
The Body: Protector, Healer and Wisdom Guide	Mass. School Professional Psychology	12-10-05	
Alzheimer's, Dementia and Parkinson's	Institute for Natural Resources, Concord, CA	10-24-07	
Cognitive Rehabilitation: Treatment of Traumatic Brain Injury And Polytrauma	Health ED.Eau Claire, WI	11-16-07	
Emergency Mental Health: Assessment and Treatment	Cross Country Education, Brentwood, TN	12-05-07	
Angry & Difficult Children and Adolescents	Community Program Innovation Workshop, Gloucester, MA	12-12-07	
NEOHSE Regional Conference – Promoting non violence in our Homes, Schools and Communities	New England Organization Human Service Education	4-13-07	
NOHS National Conference – New Jersey	National Organization of Human Services	2005	
Working with Survivors of Religious Abuse	Mass. School Professional Psychology	6-13-09	
Confronting Trauma, Grief, Loss with Creativity	Community Program Innovations	11-06-09	
Memory	Institute To Brain Potential	11-14-09	
Education and caring for the Mental Health Needs of OIF/OEF Veterans Families	Mass. School Professional Psychology	11-20-09	
Working with Men in Psychotherapy	Mass. School Professional Psychology	12-05-09	
Working with ADHD/ADD from a Relational Perspective	Mass. School Professional Psychology	12-05-09	
Understanding the Frontal Lobes: Emotional Regulations/Social Intelligence/Motivation	Mass. School Professional Psychology	9-22-10	

# CHART 6 (CONTINUED)

NAME: Mary DiGiovanni	
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.	
Project Coordinator of the Mass. Community Colleges & Mass. Dept. of Developmental Disabilities	1999 to Present
Coordinator of Human Service Programs Northern Essex Community College	1970 to 2001
Turning Point, Inc., Newburyport, MA – Member of the Board of Directors	1999 to Present
Historian for the (NEOHS) New England Organization for Human Services	1980 to Present
President Council for Standards in Human Service Education (CSHSE)	1980 to Present



# CHART 6: FACULTY CREDENTIALS

Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: **Melissa Fleming**

Current Academic Rank: <b>Professor</b>		Tenure Status		Tenured <input checked="" type="checkbox"/>	Not Tenured <input type="checkbox"/>
<b>Academic Degrees:</b>					
Bachelor Degree BA <input checked="" type="checkbox"/> BS <input type="checkbox"/>		Concentration: <b>Special Education</b>			
Institution Granting Degree: <b>Illinois State University</b>					
Masters Degree: Concentration: <b>Counseling Psychology</b>	MA <input type="checkbox"/>	MS <input type="checkbox"/>	MEd <input checked="" type="checkbox"/>	MBA <input type="checkbox"/>	MPH <input type="checkbox"/> Other : <input type="checkbox"/>
Institution Granting Degree: <b>Antioch University</b>					
Doctorate: <b>Post Graduate</b> Concentration: <b>School of Alcohol Studies: Certificate</b>	PhD <input type="checkbox"/>	EdD <input type="checkbox"/>	JD <input type="checkbox"/>	Other: <input type="checkbox"/>	
Institution Granting Degree: <b>Rutgers</b>					
<b>Certifications</b>					
Type	Issuing Agency				Date
<b>Licensure</b>	<b>Commonwealth of Mass.</b>				
<b>Licensed Alcohol &amp; Drug Counselor I</b>					
<b>Licensed Certified Social Worker</b>					
<b>Human Services – Board Certified Practitioner</b>	<b>NOHS</b>				

<b>Membership in Professional Organizations</b>	<b>Presentations (relevant to teaching responsibilities)</b>
<b>NOHS</b>	<b>Presentations: Since 1980-extensively throughout the East Coast including:</b>
	(MA) DARE Family Services, Dept. of Social Services, Catholic Charities
	(Gainesville, FL) Innovative Training Systems
	(Savannah, GA) Community Program Innovations
<b>Publications (relevant to teaching responsibilities)</b>	(MA) Boston University School of Social Work, Cambridge College, Lesley University Graduate School, Salem State College, B.U. School of Nursing, WBZ-TV, WCVB-TV, Harvard Community Health Plan, Anne Sullivan Center, Team Coordinating Agency, Norfolk Human Services Health & Education Services
<b>"Strategies for Treating Dually Diagnosed Clients"</b>	(ME) York Maine Counseling Services, Eliot Community M.H. Center
<b>Behavioral Health Treatment, Vol. #1</b>	(MA) Greater Lawrence M.H. Center, Beverly Center for Family Development, Newburyport School Department, Greater Lynn Mental Health & Retardation Association, West-Ros Park M.H. Association, North Shore Children's Hospital ? Hospital, Addison Gilbert Hospital, Suffolk University, Dept. of Mental Health, City of Lawrence Employee Assistance Program
<b>"Women and Alcohol" North Shore Sunday – 10/07/97</b>	
<b>TOPICS: Family Therapy; Time Effective Treatment; Addictions Employee Assistance Programs</b>	

# CHART 6 (CONTINUED)

<b>NAME: Melissa Fleming</b>			
<b>Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)</b>			
Type	Sponsoring Agency	Date	
<b>Adult Suicide: Treating Addictions</b>	<b>Harvard Medical School</b>		
<b>Disassociative Disorder: Supervision: Teaching Abroad; Sexual Addiction</b>	<b>Boston University</b>		
<b>Harm Reduction Therapy</b>	<b>Albert Einstein College of Medicine</b>		
<b>Trauma Treatment; Family Resilience; Coaching</b>	<b>Cape Cod Institute</b>		
<b><u>Additional Continuing Education 2008 – 2010:</u></b>			
<b>Barriers to Medication Use</b>	<b>National Association of Addiction Professionals</b>		
<b>Improving Prescriber Collaboration in Treatment of Alcohol Dependence</b>	<b>NAAP</b>		
<b>Integrating Pharmacotherapy with Treatment Planning for Alcohol Dependence</b>	<b>NAAP</b>		
<b>Evidence-based Practices</b>	<b>NAAP</b>		
<b>Continuing Care</b>	<b>NAAP</b>		
<b>Evaluating the Chronic Drinking Driver</b>	<b>NAAP</b>		
<b>Older Adult Addiction</b>	<b>NAAP</b>		
<b>Assessment Innovations in Substance Abuse Treatment</b>	<b>National Assn. of Drug and Alcohol Counselors</b>		
<b>Handbook of Psychiatric Drugs</b>	<b>Professional Development Resources</b>		
<b>Offender Treatment</b>	<b>NAAP</b>		
<b>Methamphetamine Abuse</b>	<b>NASW</b>		
<b>Professional Ethics and Law</b>	<b>American Psychological Association</b>		
<b>HIV/AIDS</b>	<b>PDR</b>		
<b>Strengthening the Addiction Workforce</b>	<b>NAADC</b>		
<b>Comprehensive Care for African-American Clients</b>	<b>NAADC</b>		
<b>Eating Disorders in Men</b>	<b>NAADC</b>		
<b>Raising the Bar on Ethical Standards</b>	<b>NAADC</b>		
<b>Assessment for Suicidal Risk</b>	<b>NAADC</b>		

ADHD Overview	PDR	
PTSD Treatment I	PDR	
Substance Abuse in Patients with Chronic Pain	PDR	
PTSD and Vicarious Trauma	PDR	
Cannabis Abuse and Dependence	Continuing Medical Education	
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.		
<p>Working with Children, Adolescents and Families – Mass. School of Professional Psychology</p> <p>Strategic Brief Therapy; Sexual Abuse among men; Intensive Addiction Treatment; Offending Drunk Drivers; Treatment of Gay, Lesbian and Bisexual Clients – Center for Addictive Behaviors; Affective and Anxiety Disorders; Depression and Suicide; Depression in Children; Time Effective Treatment with Families; Working with Hostile and Resistant Clients – Community Program Innovations</p>		

# **PART 6: FACULTY CREDENTIALS**

Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Jane Gagliardi

Current Academic Rank:		Associate Professor		Tenure Status		Tenured [x] Not Tenured [ ]	
<b>Academic Degrees:</b>							
Bachelor Degree BA [ X ] BS [ ]		Concentration: Psychology					
Institution Granting Degree:		Vassar College					
Masters Degree:	MA [ ]	MS [ ]	MEd [ ]	MBA [ ]	MPH [ ]	Other: MSW Clinical Casework	
Concentration:							
Institution Granting Degree		Boston College					
Doctorate:	PhD [ ]	EdD [ ]	JD [ ]	Other:			
Concentration:							
Institution Granting Degree							
<b>Certifications</b>							
Type		Issuing Agency				Date	
LICSW (Licensed Independent Clinical Social Worker)		Board of Registration of Social Worker Common. of Mass.				Expires 10/01/12	
Human Services Board Certified Practitioner		Center for Credentialing & Education, Inc.				Expires 07/31/15	
Membership in Professional Organizations		Awards					
National Association of Social Workers		Commendation 1988 Veteran's Administration, Boston, MA					
National Organization for Human Services		Superior Performance Awards 1986, 1988 Veteran's Administration, Boston, MA					
New England Organization for Human Services							
Alpha Sigma Nu-National Graduate Honor Society							
American Board of Examiners in Clinical Social Work							
Publications (relevant to teaching responsibilities)		Presentations (relevant to teaching responsibilities)					
		Clinical Supervision Workshop , Spring 2009					

# CHART 6 (CONTINUED)

NAME: Jane Gagliardi

## Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)

Type	Sponsoring Agency	Date
Post Graduate Certificate Program in Alcoholism & Drug Abuse	Boston University, Alcohol and Drug Institute for Policy Training & Research	1996-1997
Social Work with Immigrants and Refugees	NASW Home Ed, October 2010	3 CEUs
National Association of Social Workers (NASW) Social Work Symposium	NASW Massachusetts Chapter, April 2010	6 CEUs
Positive Psychology: Practical Applications In Clinical Work	New England Educational Institute, July 2009	15 CEUs
Understanding and Treating Overeating & Overweight as Clinical Issues	NASW Home Study, Sept 2009	2 CEUs
Clinical Supervision Skills in Behavioral Health: Ethical and Best Practice Issues	Cross Country Education, January 2009	6 CEUs
Subjective Well-Being	Continuing Psychology Education, Inc., January 2009	6 CEUs
Healthy Personality	Continuing Psychology Education, Inc., January 2009	6 CEUs
NASW Social Work Symposium	NASW Massachusetts Chapter, April 2008	6 CEUs
Behavioral Health Disaster Response	Massachusetts Dept. of Public Health, February 2008	2 CEUs
Yoga and the Mind	March 24, 2007	7 CEUs
Positive Aging: A 21 <sup>st</sup> Century Approach for Transforming the Challenges of Old Age with Robert Hill, PhD	New England Educational Institute, July 2-6, 2007	15 CEUs
Dissociative Phenomena in Everyday Life	NASW Home Education, June 15, 2006	3 CEUs
Autism (Pervasive Development Disorders) Social Workers	Institute for Natural Resources, January 13, 2006	3 CEUs
Hepatitis (Pervasive Development Disorders)	Institute for Natural Resources, January 11, 2006	3 CEUs
Solution Focused Brief Therapy	NASW Home Study, January 9, 2006	1.5 CEUs
Successful Aging	Institute for Natural Resources, January 9, 2006	4 CEUs
NOHS Annual Conference	October 26-29, 2005	6.6 CEUs
The Power of Forgiveness: Helping People Heal	Cross Country Education, November 8, 2006	
The Neurobiology of Substance Abuse & Relapse	Boston University School of Social Work, May 19, 2005	6 CEUs
Promoting the Principles of Successful Aging in Clinical Practice	NASW Home Education, February 17, 2005	3 CEUs
Childhood PDD Spectrum Disorders	Cambridge Health Alliance, January 8, 2005	7 CEUs
Elder Caregiving: Support for Family and other Caregivers	NASW Home Ed., January 23, 2004	3 CEUs
Domestic Violence and Empowerment Model	NASW Home Education, February 6, 2004	3 CEUs
Domestic Violence and Social Work Practice (NASW Focus Homestudy)	June 2, 2004	2.0 CEUs
Movies and the Mind: Film Clips to Teach and to Hear	New England Educational Institute, June 21-25, 2004	15 CEUs
Intensive Addictions Day Treatment	Tewksbury Hospital, October 9, 2003	1.5 CEUs
Other information which you believe demonstrates your academic and experiential qualifications and maintenance of expertise in your area of educational responsibility.		

I am a LICSW (Licensed Independent Clinical Social Worker) with over 30 years as a clinician and clinical supervisor. Prior to working at Northern Essex Community College, I was the Director of Practicum Training at the Danielsen Institute, Boston University. The Danielsen Institute is a licensed mental health clinic and training institute located on the main campus of Boston University. I led and co-led graduate training seminars and managed the multidisciplinary training program comprised of clinical psychology, counseling psychology and religion, and social work graduate students. I have also participated in TIC (Teaching in Community) here at NECC as well as the NECC Leadership Academy.

# CHART 6: FACULTY CREDENTIALS

Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Diana Mele, MA, LMHC, ICTC, NIC

Current Academic Rank:		Professor	Tenure Status		Tenured [ <input checked="" type="checkbox"/> ]	Not Tenured [ <input type="checkbox"/> ]
Academic Degrees: Associate Degree -- NECC -- Deafness Communication						
Bachelor Degree BA [ <input checked="" type="checkbox"/> ] BS [ <input type="checkbox"/> ]		Concentration: Psychology				
Institution Granting Degree:		Flagler College, Saint Augustine, FL				
Masters Degree: MA [ <input checked="" type="checkbox"/> ]	Mental Health Counseling	MS [ <input type="checkbox"/> ]	MEd [ <input type="checkbox"/> ]	MBA [ <input type="checkbox"/> ]	MPH [ <input type="checkbox"/> ]	Other : <input type="text"/>
Institution Granting Degree		Gallaudet University, Washington, DC				
Doctorate: Concentration:	PhD [ <input type="checkbox"/> ]	Edd [ <input type="checkbox"/> ]	JD [ <input type="checkbox"/> ]	Other: <input type="text"/>		
Institution Granting Degree						
Certifications						
Type	Issuing Agency			Date		
LMHC	Allied Board of Health, Commonwealth of Massachusetts			1998		
ICTC, CT, NIC (Interpretive Certificate)	National Registry of Interpretive Deaf Studies			1983, 1989, 2008		
(Transliteration Certificate) and (National Interpreter Certification)						
Membership in Professional Organizations	Awards					
RID/Registry of Interpretive Deaf Studies						
MSAD/Mass. State Association of the Deaf						
NOHS/National Organization of Human Services						
Publications (relevant to teaching responsibilities)	Presentations (relevant to teaching responsibilities)					
Contribution: "Assessment of Hearing Impaired People"	Reference: Teach Deaf Community and Interpretive Classes					
Edited by Frank Ziezula, Gallaudet Press						

CHART 6 (CONTINUED)

NAME: Diana Mele			
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)			
Type	Sponsoring Agency	Date	
Conference – RID – San Antonio, Texas	Registry of Interpretive Deaf, Alexandria, VA	7/10-7/18/09	
Interpreter Training/ Cultural Mediation / Testing Assessments Tools/ Ethical Considerations in Cross-Cultural Settings	National Conference – Governing Organization for Sign Language Interpreters		
Conference – National Organization of Human Services, Portland Oregon (directly applicable to course instruction in Human Services Classes)	National Organization of Human Services NOHS	10/23-10/27/2009	
Conference – National Organization of Human Services, Portland Maine (directly applicable to course instruction in Human Services Classes)	National Organization of Human Services NOHS	10/26-10/30/2010	
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.			



**10-12-07: Sharon Newman Solo – Interpreter Trainer sponsored by Sorenson Video Relay, Portland, ME**

**Teaching in Community (TIC) – Academic Year 2006/Monthly meetings, NECC, Haverhill, MA**

**Advanced Linguistic Classifier Use in American Sign Language / Sponsored by Sorenson Video Relay, Boston, MA**

**2009/2010 – NECC / Center for Instructional Technology – development / training in design and implementation of web companion classroom instruction and distance learning design.**

# CHART 6: FACULTY CREDENTIALS

Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Nancy Rusk, MA LMHC

Current Academic Rank:		Adjunct Faculty		Tenure Status		Tenured [ ]	Not Tenured [ X ]
<b>Academic Degrees:</b>							
Bachelor Degree BA [ X ] BS [ ]		Concentration: University of Maryland					
Masters Degree: MA [ X ]		MS [ ]		MEd [ ]		MBA [ ]	MPH [ ]
Concentration: Counseling Psychology							Other :
Institution Granting Degree		Bowie University/Adler-Dreikers Institute					
		University of Massachusetts- Psychology- for additional education					
		Andover- Newton Theological School- Masters of Divinity Program					
Doctorate:		PhD [ ]		EdD [ ]		JD [ ]	Other:
Concentration:							
Institution Granting Degree							
<b>Certifications</b>							
<b>Type</b>		<b>Issuing Agency</b>		<b>Date</b>			
LMHC		State Licensing Board		1998			
NCC		National Association of Certified Counselors		1994			
LPC		State Licensing North Carolina		2005			
Membership in Professional Organizations		Awards					
National Association of Certified Counselors							
ACA – American Counseling Association							
Publications (relevant to teaching responsibilities)		Presentations (relevant to teaching responsibilities)					
Intra- agency publication on HIPAA guidelines		HIPAA Training for Emmaus, Inc.					
Intra- agency community mental health and social service guidelines		Vocational Counseling for individuals living with mental health disabilities, SMC					
Masters Thesis : HIV and At- Risk Youth		Parent Education seminars for parents of adolescents living with addictions					
		Training staff on working with Seniors					
		NECC- HUS202, Behavior Management Course					
		NECC- HUS170, Modalities of Treatment					

# CHART 6 (CONTINUED)

NAME: Nancy Rusk			
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)			
TYPE	Sponsoring Agency	Date	
Recovery Transformation for Transitional Age Youth Services	DMH	6-25-07	
MSDP Document Use Training	DMH	5/14/09	
Child and Adolescent Needs and strength Training	HES/ Berkshire AHEC	10/6/08	
5 Day Conference Integrating Mindfulness Based Interventions into medicine, Health Care, and Society	UMASS Medical School	4/9/08	
Healing the wounds of Mass Violence	UMASS Medical School	9/17/08	
Hope and Resiliency	DMH	5-26-08	
Trauma consciousness and The Body	DMH	3-28-08	
Dignity of risk	DMH	5-29-09	
Strength based treatment Planning	DMH	6-10	
Holding the Hope: Clients with SA and Personality Disorders	DMH	6-9-09	
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.			

For the past 14 years I have worked in the field as a Masters Level Clinician in several capacities; day treatment, vocational counseling with individuals living with disabilities, substance abuse counseling, dual diagnosis counseling, group therapy, individual therapy, family therapy, and couples therapy.

I have been in the role of supervising staff, graduate and undergraduates intern and practicum students.

As a trainer, I provided vocational training to graduate students and staff at Somerville Mental Health and to staff and additionally, HIPAA training to staff at Emmaus, Inc.

As a Program Director in a residential treatment facility and in a specialized collaborative program for children with varying Behavior Management Diagnoses I have worked with interdisciplinary colleagues both intra-agency and interagency and formed collegial teams to improve services.

As a day treatment clinician and therapist I was a member of a interdisciplinary team that identified how services could be improved to create a welcoming environment to our Gay, Lesbian, Bisexual, and Transgendered clients.

As a past director of Somerville Human Rights Commission established community forums for the discussion of Human Rights issues in the city.

**APPENDIX 2**

**ADVISORY COMMITTEE MINUTES**

**APPENDIX 2**

**ADVISORY COMMITTEE MINUTES**

# **HUMAN SERVICES PROGRAM ADVISORY COMMITTEE MINUTES**

**Date:** October 18, 2010

**Location:** SC203, Haverhill campus

**Present:** Priscilla Chaves, Nick Costello, Geraldine Dorr, Melissa Fleming, Jane Gagliardi, Sharon Guinta, Ron Koontz, Kyle Knipe, Diane Mele, Shelley Washitz

## **Human Service Program Updates:**

Jane provided updated program statistics as has been customary. Fall 2010 admissions to the certificate and associate degree programs are at their highest (since we began to track this data in 2002) with 85 students admitted. Thirty-eight (38) students registered for a practicum class this semester.

Jane reported that for the first time, we are offering both HUS191 and HUS192, the practicum classes for the Alcohol/Drug Abuse Counseling Certificate, on the Lawrence campus in addition to course offerings on the Haverhill campus. We are now offering all required courses for this certificate program in Lawrence. This is a direct result of the increase in admissions to the program, which allow us to offer a second section of each practicum course.

Jane also reported that as of this fall semester, nearly all Haverhill campus classrooms are "smart" classrooms meaning that they are equipped with the technology for internet access. They are also equipped with DVD and VCRs and many have document readers as well. This change allows us to seriously consider online resources, as the technology is reliably available for the first time in Haverhill. Diana reported movement towards some online classes as she has worked to provide web-enhanced classes. She has also been experimenting with the use of flip video cameras in the classroom (recently acquired by the college) that has allowed students in practicum classes to take videos of role plays, plug the camera into the computer and get immediate video replay. Diana has also begun work to develop online discussion boards and online private tutoring for some course sections. Some questions and concerns were raised about online education. Diana and Jane both expressed the sense that The Center for Instructional Technology has been an excellent resource, instrumental in working with faculty to find a balance between use of technology and teaching goals.

Jane provided a summary of assessments completed for the previous academic year, 2008-2009, pertaining to the Human Services Associate Degree Program. Data suggested the need for improvement in one particular area pertaining to prevention strategies. Sharon noted the difficulty of teaching our students about preventative measures when so few exist. Most of the focus is placed on direct treatment services rather than prevention. However, Sharon also added that there are some new initiatives in housing that will be designed to catch families before they become homeless.

A copy of the final analysis and report of a practicum survey completed in spring 2010 was distributed to members. The advisory committee had reviewed and provided input to this survey that was sent out to practicum agencies and focused on the relationship between the practicum agencies and the program coordinator and practicum instructors. Ellen Wentland, Assistant Dean, Academic Program Review, Assessment and Academic Effectiveness, helped to finalize and execute the practicum survey online. The response rate was greater than 50% and the overall results were extremely positive.

In response to a request for updates on Veteran Services, Jane indicated that Ellen Grondine had provided some information but was not able to attend today's meeting due to a scheduling conflict. Ellen had reported that the committee had not met recently. However, slow progress was being made. They will be meeting in the coming months to review a survey/questionnaire that is being distributed to veterans asking for their input regarding educational benefits. Ron indicated interest and stated that he would contact Ellen directly for further details.

### **Current Issues in the Human Services Program:**

Jane reported on the current program goals for this academic year. Jane stated that the program will be completing a Program Review this year focusing on the Alcohol/Drug Abuse Counseling Certificate. Nick Costello and Melissa Fleming have been involved as members of the Program Review team and Diana Mele has been involved providing input at our program meetings. We will review the results with the advisory committee once the data has been gathered and analyzed.

Jane also reported that her request for a sabbatical in spring 2011 has been approved. She indicated that she would be working on two projects in the spring while relieved of teaching and program coordinator responsibilities. One project will involve development of a clinical supervision training which we plan to make available to our practicum supervisors as an expression of our appreciation for their work. We hope to put some aspects of the training on our program website to inform our students about clinical supervision as well. The second project will involve the creation of a new DVD/video, to be used in our program information sessions to help applicants better understand our program and the human services field. The original video created by Mary DiGiovanni was created in the 1980's and is outdated. Nancy Rusk, our program staff associate, will provide some limited coverage of program coordinator responsibilities while Jane is on sabbatical and will have primary responsibility for managing the program admission process.

### **Community Agency/Member Updates:**

Priscilla reported that Head Start is a part of a pilot program in which they "Skype" with three preschool classrooms in Puerto Rico. She also reported that they are building a new facility in Methuen.

Sharon reported that Emmaus Inc. has had a successful year. They placed 190 families in their own apartments and reduced the number of families staying in hotels. However, she added that there is still a great need and many homeless people. Emmaus is seeking a full time clinician as well as a full time, experienced, night house manager.



Shelley reported that the probation department has a new acting commissioner, Ron Corbett. She also reported that there are changes in process to our CORI policies. A misdemeanor is currently on an individual's record for ten years. This will be reduced to five years. A felony is currently on an individual's record for fifteen years. This will be reduced to ten years.

Geri reported that the battered women's shelter operated by Turning Point, Inc. has received a facelift due to the hard work of one woman in particular, who raised \$135,000 herself. They have started a knitting program at the facility and will soon begin a yoga program.

Ron reported that he continues to work at the Veteran's Outreach Center in Haverhill. He reported that younger veterans are presenting with brain injuries and PTSD. There is a women-only facility available on the South Shore. Ron also reported there are significant differences between the original GI bill and the new GI bill.

Nick indicated that they are working on a facelift to the exterior of Link House, Inc. in Newburyport in addition to other improvements already made at Maris House. They are focusing efforts to help residents develop life skills. Nick also advocated against the ballot question that would reduce taxes on alcohol. Nick reported that those taxes are dedicated to funding substance abuse treatment programs which will be significantly hurt by this loss of revenue should the ballot question be approved.

Submitted by:

Elizabeth Donovan and

Jane Gagliardi

The next meeting of the Human Services Program Advisory Committee is scheduled for Monday, October 17, 2011 from 9:15 AM-11:15 AM in SC203. Given Jane's sabbatical, there will be no advisory committee meeting in spring 2011.

# **HUMAN SERVICES ADVISORY COMMITTEE**

## **Minutes**

**Date:** Monday, March 1, 2010

**Location:** SC203, Haverhill campus of Northern Essex Community College

**Attendees:** Priscilla Chaves, Nick Costello, Mary Crockett, Melissa Fleming, Jane Gagliardi, Sharon Guinta, Kyle Knipe, Diana Mele, Shelley Washitz

### **Human Service Program Updates:**

Jane reported that the program continues to grow as this semester's admissions was the largest of any spring semester, at least in the past 8 years since we have kept these statistics. For the first time we are facing the situation where we have so many students in practicum courses that we are at our limits for placing students in primary substance abuse agencies. We need to look for new practicum placements for our students majoring in the Alcohol/Drug Abuse Counseling Certificate program. Any thoughts or recommendations are appreciated.

As a follow up to outreach efforts made last year, we did request and receive updated statistics from the Office of Institutional Research department of the college. Based upon statistics obtained for the Human Services Program Review, minorities comprised 23%, 22% and 22% of the human service associate degree majors in the respective academic years of 2004-2005, 2005-2006, and 2006-2007. The percentage of minorities in the Associate degree program for AY 2007-2008, 2008-2009 and Fall 2009 were respectively 25%, 27% and 38%. The data show that there has been a consistent increase in the percentage of minority students in the program. The desired goal is to increase enrollment of minority students so that the percentage within the human services program gradually increases to reflect cultures present in the primary service area.

### **Current Human Services Program Concerns:**

Jane requested the committee's input on the draft of a survey to be sent to practicum supervisors and directors. The purpose of this survey is to get feedback on their experience working with the program and the faculty in providing practicums to our students. It was not intended to focus on the students or their experience with the students. One overall suggestion included a change from the "statement format" to a "question format". Another suggestion was to add a question focusing on how the agency has benefited from the practicum placement. Jane hopes to have a revised survey distributed by the end of March.

Jane reported that she and Melissa are working with a team to develop learning objectives and outcomes for the Alcohol/Drug Abuse Counseling Certificate program. This is a preparatory step to the Program Review process which will begin in fall 2010 and follow a course similar to that completed for the Associate degree. Jane did not bring the draft of the Learning Outcomes for the Alcohol/Drug Abuse Certificate with her to the meeting, but will send a copy of the draft with the minutes.

Jane also discussed the planning of AY2010-2011 Program Goals. In an effort to increase the accessibility of the program and include some distance learning opportunities where appropriate, Diana reported that she is working on a web companion piece for some Human

Services courses (HUS170, Modalities of Treatment, HUS202 Behavior Management and HUS105 Introduction to Disabilities). The web companion courses will include online discussion boards, online resources and links, powerpoint slides and potentially video tutorials. She also reported that The Direct Support Certificate contract program has eliminated HUS201 Group Dynamics from the curriculum and has added a new course to the curriculum called "Introduction to Disabilities". In spring 2011 semester, this changed curriculum will be reflected in the NECC Direct Support Certificate program. The group also addressed the need for an updated video for use in our Human Services Program Information Sessions which would accurately reflect the current program and trends in the field. A copy of the finalized goals is attached with these minutes.

### **Community Agency/Member Updates:**

Nick questioned the status of outreach efforts to veterans. Melissa noted that male human services students are in the minority, but of the male student population that we do have, quite a few are veterans.

Priscilla indicated that would like to see more in-house trainings. Diana mentioned that NECC offers a portal where you can access some presentations on very broad topics online once a year for free. She emailed the link out to everyone.

Shelley reported that there is a potential that the probation department might be taken over by Public Safety. No final decision had been yet made at the time of our meeting.

Priscilla reported that Headstart is seeing an increase of more children through DCF and that Headstart is now offering a CDA in-house.

Sharon reported that she is now working at Emmaus in Haverhill and currently focusing on the family shelter. She stated that the shelter had 43 homeless families. 119 others have been placed and still require follow-up and stabilization. She cited the biggest challenge for many of these families as the loss of their mental health benefits and, specifically, their medication during transition. There is a shortage of psychiatrists. Mary noted that Elliott Mental Health might be available in Sharon's area. Sharon also reported that HES crisis operation is now mobile. When you call, they will send a mobile team when a crisis is happening. It is a wonderful service.

Kyle also reported a career move and indicated that she has assumed the position of Program Director at Women's View of the Psychological Center.

Mary also reported a change in position. She is the clinic director at Habit OPCO, Lynn for almost a year now. Mary stated that they have almost 700 Methadone patients at their clinic. Tracey Nicolosi is the director of the Lawrence Habit OPCO.

Our next meetings are scheduled for Monday, March October 18, 2010 and Monday, March 7, 2011 from 9:15 AM - 11:15 AM in SC203 (formerly known as the President's Dining Room) on the Haverhill campus.

Submitted by:

Elizabeth Donovan

and

Jane Gagliardi

# **NORTHERN ESSEX COMMUNITY COLLEGE**

## **HUMAN SERVICES ADVISORY COMMITTEE**

### **MINUTES**

Date: Monday, October 19, 2009

Location: SC203, Haverhill campus of Northern Essex Community College

Present: Nick Costello, Mary Crockett, Geraldine Dorr, Melissa Fleming, Jane Gagliardi, Sharon Guinta, Ron Koontz, Diana Mele

#### **Human Service Program Updates:**

Jane reported that our program enrollment is at an all time high. We have admitted over 80 students this fall. Statistics showed that the highest admissions previous to this semester were in fall 2005 with 65 admitted students, and fall 2006, when 64 students were admitted. Jane suggested that the economy had similarly impacted NECC admissions and community colleges across the country. In addition, in spring semester 2009, she had focused on outreach specifically to the Latino community. Outreach included working with Dalia Diaz on the radio, focusing on other Hispanic media such as the newspapers and Latino community contacts. We have requested data but there is none available, to date, to give us any feedback on the possible impact of that outreach.

Jane reported that the program had also launched a new Human Services Program Student Agreement form and Statement of Acceptance. The form was developed to help ensure students understand that there are behavioral and ethical standards, communication skills and emotional and professional functioning required beyond academic performance standards. It is crucial that students understand and abide by the ethical and behavioral expectations outlined by the National Organization for Human Services (NOHS). This form is consistent with concerns about professional behavior that had been raised in previous advisory meetings. The committee reviewed the document. Melissa suggested that we should give this new code of conduct form/statement of expectations to practicum supervisors so they are aware of the standards to which our practicum students are required to adhere. Sharon asked what happened when a student isn't following these guidelines. Jane indicated that the program has had students with problematical behavior. She reported that in these cases, we meet with each student and address issues on a case by case basis. Faculty are very direct in addressing concerns. We work with students on how to resolve the issues at hand. In some cases, it becomes necessary to counsel them out of the program. Mary added that there are other jobs in the Human Services field besides Human Services counselors, suggesting that there may be a good fit for some students who want to stay in the Human Services field, but have realized they do not want to be a counselor. Nick indicated that he had a full time position open at the Link House. It is a split position, half counseling and half administrative (office work). If anyone knew of a candidate who was interested, please contact Nick.

Jane also reported on Program Outcome and Assessment work that has been analyzed for AY2008-2009 on writing skills, computer fluency and critical thinking skills. The Human Services Spring 2008-2009 Assessment results show our students are still struggling with writing. The weakest area was in the student's ability to evaluate, clarify or explain information regarding the topic of inquiry. The strongest area was their ability to

research and collect appropriate information regarding the topic of inquiry. The college is continuing to try to improve in this area. Sharon suggested that these struggles are not just at the college, they are everywhere. She sees employees who cannot write. Jane added that the program has more students now transferring to Bachelors program and as they transfer to 4 yr college, they need to be better prepared for the next level. Assessments are planned for AY2009-2010, focusing on the ability of students to understand and differentiate macro and microsystems perspectives, primary prevention and treatment.

#### Community Agency/Member Updates:

Geraldine reported that due to the economy, Turning Point is at its lowest job vacancy rate ever, which is the good news. Turning Point does not have one full time position open, although it does have some part time positions.

Sharon reported that she has left Head start and is now at the Emmaus House as the Director of Program Quality at the Family Shelter. She stated that The Department of Housing Community Development (DHCD) now oversees the program. At last count, over 100 people are in hotels waiting for shelter. Since July 1<sup>st</sup>, Emmaus has moved 70 families to permanent housing. They have a new intern and two new staff members from the college's Human Services Program.

Nick reported that his program is full. Over the past couple of years, they have remodeled the Link House and the Maris Center. They are presently in the process of remodeling the Progress House. They are now on a regular contract with DPH. They opened up an RFR for the Maris Center which means funding is much more stable.

Ron also updated the group reporting that he is now working as consultant to Veteran's Northeast Outreach Center in Haverhill, MA. He is still working with veterans on training to help with employment.

Submitted by:

Elizabeth Donovan

and

Jane Gagliardi

The next advisory committee meetings are scheduled for Monday, March 1, 2010 and Monday, October 18, 2010. The meetings will both be held, as usual, in SC203 on the Haverhill campus from 9:15 AM -11:15 AM.

# **HUMAN SERVICES PROGRAM ADVISORY COMMITTEE MINUTES**

Date: February 25, 2009

Location: SC203, Haverhill campus

Present: Priscilla Chaves, Nick Costello, Mary Crockett, Sharon Guinta, Jane Gagliardi, Ron Koontz, Jeanine Murphy, Shelley Washitz

Welcome

Human Service Program Updates:

Jane reported that the state of the economy is impacting everyone. Program enrollment is down a bit relative to last year, but still higher than the past five years. The college is running courses with a minimum enrollment of 15 students to improve efficiency. As a result of this college policy, the program is now offering fewer classes so that we are not forced to cancel courses with low enrollment at the last minute. These last minute cancellations create significant problems for students who may not be able to find seats in needed classes at the twelfth hour. Jeanine suggested that it is important to know that there are still jobs available in this field. She indicated that perhaps the college should look at advertising the growth and availability of jobs in this specific field instead of more general advertising.

Program Assessment this semester will focus on the three designated college wide competencies of critical thinking skills, writing skills and computer fluency. We will be using the research paper which students complete in the capstone course, HUS250 Seminar in Human Services, to assess these three competencies and will report back to you in the fall!

As part of participation in the NECC Leadership Academy this year, Jane is organizing and facilitating a two part workshop on Clinical Supervision. The first part of the workshop was held earlier this month and the second part of the workshop will be held in April.

Current Issues in the Human Services Program:

Jane reported that the program is focusing recruitment efforts this semester on the Lawrence community and its large Latino population. This focus is based on our programs outcome and assessment review which found that our program enrollment does not adequately reflect the population that we serve. We are working with Charles Diggs in admissions and Ernie Greenslade, from public relations on this effort. Priscilla Chaves has also offered to help us tap into the Latino community.

Priscilla indicated that the Latino population sometimes struggles with the required English course prerequisites at NECC and that some students go to other colleges where the requirements are not as stringent and they can get their degree more quickly.

Jane acknowledged that this is a real dilemma because students who lack sufficient reading and writing skills will struggle in the college level courses. Students (native and non native) need to be able to write coherent sentences, know what a research paper is and communicate effectively in English.

Nick added that it is very important in this field to be able to clearly communicate with clients and peers. It is a safety issue. David Hilt works with the Latino population in Lawrence and might be able to help tap into recruitment efforts.

Priscilla suggested to Jane that she may want to review and update the Human Services program brochure to make sure it includes appropriate information for the target market.

Jeanine stated that given the high unemployment rate, some people are looking to make career changes. Career centers are not sending unemployed individuals looking for a career change to the college. The career centers are working finding jobs for the unemployed rather than training. She suggested that it would be nice to use career centers to help attract unemployed individuals and provide them with training options. Carl Wall (508-999-4158) is the contact for the career center in Massachusetts and knows how all the career centers in Massachusetts operate.

#### Community Agency Updates:

Nick reported that Link House is looking for a counselor with solid qualifications for their Men's program. He also announced that they are holding their annual St. Patrick's Day fundraiser dinner at the Newburyport Masonic Temple.

Jeanine reported that Evergreen Place (41 Welcome St, Haverhill) is having its grand opening on March 5<sup>th</sup> @ 1:00pm. Tina Brooks is the keynote speaker. Tours will be available. Evergreen Place has 20 individual units. Emmaus is looking for a building manager for this program. Jeanine would be the appropriate contact person for anyone interested in that position. Elder services may possibly provide the cluster services.

Jeanine also announced that Emmaus is working on a project for change called D'Youville. It focuses on identifying philanthropy partnership opportunities by bringing together many areas to help other and provide social justice.

Submitted by:

Elizabeth Donovan and

Jane Gagliardi

The next meetings of the Human Services Program Advisory Committee have been scheduled for Monday, October 19, 2009 from 9:15 AM-11:15 AM in SC203 and Monday, March 1, 2010 from 9:15-11:15 AM in SC203.



**NORTHERN ESSEX COMMUNITY COLLEGE**  
**HUMAN SERVICES PROGRAM**  
**ADVISORY COMMITTEE**

**Minutes**

**Date:** October 20, 2008

**Location:** SC203, Haverhill Campus of Northern Essex Community College

**Present:** Nick Costello, Mary Crockett, Geraldine Dorr, Melissa Fleming, Jane Gagliardi, Kyle Knipe, Ron Koontz, Jeanine Murphy

**Welcome**

All members were welcomed to the meeting. Priscilla Chaves of GLAC Headstart, our most recent addition to the committee membership, was not able to attend today's meeting given previous commitments. Jane indicated that she was pleased, however, the Priscilla was available to join our group.

**Community Agency/Member Updates:**

Discussion ensued surrounding the governor's recent budget cuts and the further anticipated cuts and their impact on community human services programs.

- a. Kyle Knipe reported that the Day One program from The Psychological Center in Lawrence was eliminated and will close its doors on Oct 31<sup>st</sup>.
- b. Jeanine Murphy reported that the social club sponsored by Emmaus that deals directly with the homeless was also cut. However, Jeanine reported some good news in that Evergreen Place, a new building for elderly homeless, will be opening in November in Haverhill. Elder services is tentatively scheduled to provide some services to these individuals, but how much is yet to be determined. The state budget cuts will effect the extent of services available. Applications for Evergreen Place will be distributed shortly. Jeanine suggested that she could be contacted directly if anyone wants to refer a candidate for the residences. All applicants will complete a clinical evaluation and are expected to be living a sober life to qualify for housing.
- c. Jeanine also reported that Emmaus is still waiting to hear on the status of the sheltering RFP. Currently, there are 600 families in Massachusetts living in hotels. Jeanine reported that 28 of these families are from Haverhill. The state is spending \$1 million a month to cover the cost of these hotels and there is no push to get them out of the hotels and into permanent housing.
- d. Mary Crockett reported that CAB has experienced few cuts to date. If there are substantial cuts to Mass Health, it will have a significant impact on their programs as most clients are Mass Health consumers.
- e. Ron Koontz reported that veterans did not receive any major cuts to date. However, there is concern that the chapter 115 benefits will be squeezed statewide which will in turn put financial strain directly on local cities and towns in the future. There are a number of jobs available for veterans in certain areas of the state. However overcoming transportation issues has been difficult. Specifically, transporting the veterans from their place of residence to job sites is a problem at present.

**Human Services Program Updates:**

Jane reported that enrollment for the entire college is up. Similarly, admissions to the Human Services Program are also high this semester.

Jane indicated that Nancy McManus will not be coming back as our staff associate person right now due to some personal issues. She hopes to be able to hire another person into that staff associate position although approval for hiring is not finalized. The program will be modifying course offerings slightly to help streamline programs and costs. Jane anticipates that there may be fewer course offerings for DCE (part time) faculty and less flexibility to try new things with the budget crunch.

Jane also reported that the program plans to offer a two-part workshop for practicum supervisors with 3 or less years experience in the spring semester to support them in their work with our Human Service practicum students. This will be a new offering and details are yet to be determined.

In terms of reaccreditation, the site visit occurred in September and the application process for reaccreditation is now complete. Final approval is still pending but is anticipated in the next couple of weeks. Overall, the visit went very well. The site visitors noted the level of student participation and enthusiasm, the feedback from the advisory committee members and the quality of the two practicum sites that they visited. They provided highly positive feedback to the Dean, Ellen Grondine, and the Vice President for Academic Affairs, Lane Glenn, at the closing meeting. One of the recommendations made by the site visitors was to develop a vision statement for the program (in addition to our mission statement). A tentative vision statement was subsequently proposed and discussed by faculty and submitted to the reaccreditation team. This proposed vision statement, however, is submitted now for further review by the advisory committee. It is as follows:

"To be the first and best resource for the human services community in the Greater Merrimack Valley and to create a supportive learning environment that inspires initiative and excellence!"

The committee supported this vision statement with little discussion.

**New agenda:**

Nick Costello indicated that there seems to be a real issue surrounding professionalism and appropriate behavior (not necessarily NECC students) at practicum sites especially relating to working and dealing in a professional manner with colleagues. He raised the question as to whether the college integrates education about professional conduct into the program?

Both Jane and Melissa reported that NECC practicum students are all given guidelines before beginning practicum and that the policy manual references some of these issues as well. Issues relating to ethical and professional conduct are also integrated into the majority of the program courses.

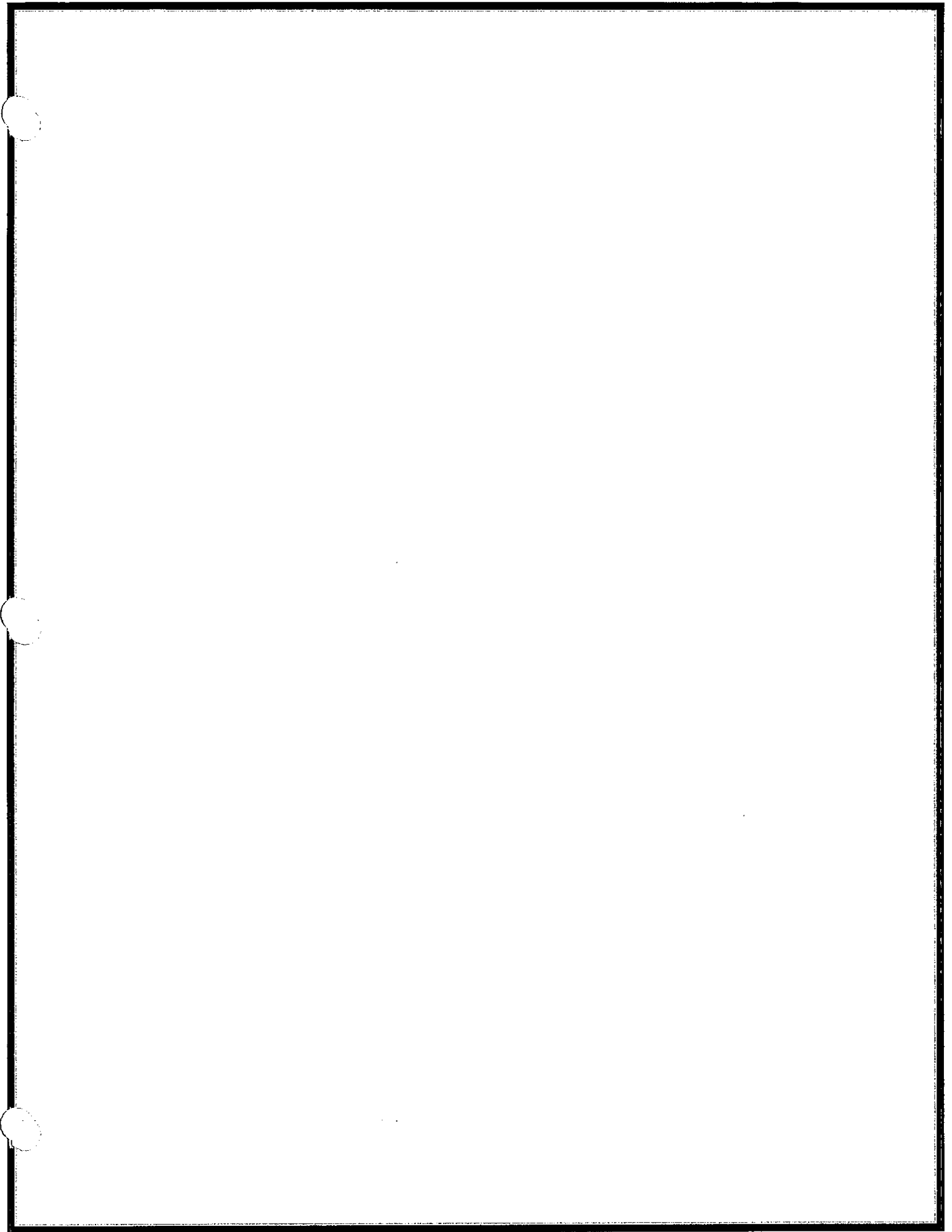
Submitted by:

Elizabeth Donovan

And

Jane Gagliardi

The next two meetings for the Human Services Advisory Committee are scheduled for Wednesday, Feb 25, 2009 and Monday, October 19, 2009. Both meetings will be held from 9:15 AM - 11:15 AM in the Behrakis Student Center, SC203, on the Haverhill campus.



**Northern Essex Community College  
Human Services Program Advisory Committee Minutes**

**Date: March 5, 2008**

**Location: SC203, Haverhill Campus of Northern Essex Community College**

**Present: Mary Crockett, Jane Gagliardi, Sharon Giunta, Ellen Grondine, Ron Koontz and Shelley Washitz**

**Welcome**

All members were welcomed to the meeting.

**Veteran's Program Update:**

The committee opted to begin with an update and discussion of the services for veterans, given the need for one member to leave early. Ellen Grondine and Ron Koontz updated the committee. The next veteran's program stand down event is scheduled for April 23, 2008. There will be a photo exhibit during the day and an informational session in the evening. This year's event will be open to families of veterans as well as the veterans themselves. The Haverhill Chamber of Commerce has expressed interest in partnering with NECC to sponsor the event. The focus will be on assisting veterans with healthcare, education, housing, employment and other support services. NECC programs, such as the Human Services Program, will also host tables at the event and provide information about career options.

Ron Koontz was invited to speak about the recent change in his position and reported that he is now leading a new state-wide grant program from Massachusetts Department of Workforce Development, "Veteran's Workforce Investment Program" (VWIP). This program helps to fund training for veterans so that they might obtain civilian employment.

Ron also reported that The Department of Veterans Affairs has unveiled a new mental health intervention program in the Commonwealth of Massachusetts called SAVE (Statewide Advocacy for Veterans Empowerment). This program provides staffing and funds a van which travels throughout the state to any site. Staff intervene in crisis situations such as veterans at risk for violence to themselves and will also advocate on behalf of Massachusetts veterans. Staff will function as liaisons between veterans and their families and agencies within the state and federal government.

Sharon Giunta volunteered that at Headstart, they have observed that some of their clients who are veterans are having problems with the cost of childcare when they come home. Ron indicated that Chapter 115 might offer some money to help with these costs. He indicated that he would send

out a revised listing of Veterans Service Officers in the area (VSOs). He encourages veterans who need help to contact their VSO.

### **Human Services Program Updates:**

Jane shared program admission statistics that demonstrated continued strong program growth over the past few years, although demand is not quite as high this academic year (2007-2008) as it had been AY 2006-2007. Sharon Giunta indicated that there are many state and government workers who are planning early retirements who may be interested in going back to school for Human Services/Social Services and wondered about how the program might market itself to this population. Jane reported there were some efforts to collaborate with Ernie Greenslade, of the NECC Public Relations department, to generate an article about current human service students who fit that profile of mature students returning to school. Jane also mentioned some preliminary research into the possibility of advertising in the local AARP as well as ongoing efforts to collaborate with the Business Transfer program working with Bill Zannini and his students to develop marketing plans and tools.

Jane reported that the *Human Services Associate Degree Program Review* here at NECC has been completed. The program team was very helpful and she was pleased to report that the program looked quite impressive, especially in terms of retention and minority enrollment when compared to the overall college statistics. The advisory committee was considered one of the program strengths and so noted in the summary report. One of the program goals included lab space, for which Jane has submitted a budget request in fiscal year 2009. Hopefully, we will be able to integrate videotaping of student role plays within the practicum classes in the near future.

Another area of concern within the Program Review involved the accessibility and availability of human services faculty during the winter and summer breaks when full time faculty are off campus. In addition, the academic advising load has increased dramatically for the Program Coordinator with the increasing enrollment. This poses a challenge given that bulk of academic advising coincides with the interviewing of each program applicant in the last 4-6 weeks of each semester. A part time staff associate has been funded for this academic year (44 hours) through June 30th. Nancy McManus, an adjunct faculty person, has been hired for this position and is primarily located on the Lawrence campus. She will be providing academic advising to Human Service Program majors and has been facilitating Human Service Program Information Sessions for applicants. Hopefully funding will continue and increase, allowing for a more consistent presence on the Lawrence campus and more consistent availability during the winter and summer breaks when full time faculty are off campus.

Jane also reported that the re-accreditation process is on hold at the moment, awaiting feedback from the regional director of CSHSE (Council for Standards in Human Service Education) who has had a copy of the self study since August, 2007. Once the regional director has provided feedback, Jane will address any suggested revisions and will then be able to request readers and proceed with scheduling of the site visit. It is expected that the site visit team will want to meet with members from the Advisory Committee.

Jane also reported that she is considering introduction a special topics course on the issues of aging, given the burgeoning population of aging baby boomers in this country and the increased demand for new services in the coming years.

As many of you know, Libby Jensen from NECC Alumni Relations, is spearheading an effort to get the Human Services Program Alumni Chapter off the ground. The chapter has had several meetings to date, comprising a core group of approximately six alumni, and is planning a small celebration of this year's graduates on May 1, 2008. The Alumni Chapter may also host a casual drop-in social event on May 19<sup>th</sup> for alumni.

#### **Recommendations for Committee Membership:**

Jane reported that she would like to follow up on earlier recommendations to increase the diversity of our committee membership to include more recent alumni as well as more diverse ethnicity. Sharon Giunta recommended Priscilla Chaves, Director of Family Services at Headstart Lawrence as a potential member.

Jane also invited the committee membership to renew their membership, acknowledging that many of the members had already served two years. Although members did not sign on for lifetime membership, she indicated that she has valued their input and participation and wished to encourage members to stay on the committee if they felt that they still had the time and energy for this commitment. Jane was pleased that all present members expressed their wish to remain active members.

#### **Community Updates:**

Sharon mentioned that Bill 1540 is coming to the legislature which focuses on revising guidelines within the Department of Corrections on the management of women throughout pregnancy and delivery. Specifically, it addresses the need for improved prenatal care and more humane treatment. Sharon indicated that there is currently a range of practices within the state but that in some areas, pregnant women are shackled during delivery. She indicated that she would email the details of the bill to the committee.

Mary Crockett reported that healthcare for the working poor with mental health disabilities is surfacing as a major issue, as she finds clients facing the dilemma of losing those services and supports which have facilitated their gains and increased employability. Sharon suggested that Anne Marie DeAngelo Florent, the Mass Health Educator in Boston, would be a good contact. Ms. Florent has information about how to support individuals with mental health disabilities through Mass Health.

Submitted by:

Elizabeth Donovan and

Jane Gagliardi, LICSW

The next Human Service Program Advisory Committee meeting is scheduled for Monday, October 20, 2008 on the Haverhill campus in SC203 from 9:15-11:15 AM.

**Human Services Program Advisory Committee  
Northern Essex Community College**

**Date:** October 22, 2007

**Location:** The Behrakis Student Center, Room SC203, Haverhill campus

**Present:** Mary Crockett, Melissa Fleming, Jane Gagliardi, Sharon Giunta, Ellen Grondine, Ron Koontz

**Welcome and Introductions:**

Charles Diggs, Director of Recruitment and Enrollment Services, joined our meeting today given two of the essential and relevant roles that he fulfills here at NECC. As Director of Recruitment and Enrollment, Charles was invited to collaborate around program recruitment concerns. He has also participated as a member of the Human Services Program Review Team which was on the agenda and discussed later in the meeting.

**Follow up to the Veteran's Educational Stand Down in August, 2007:**

We heard feedback from the members who had participated in the subcommittee and had developed the Veteran's Educational Stand Down. The event was given significant media coverage and considered to be a huge success, attended by a diverse group of agencies and services. It is hoped that this is the beginning of a network of services for veterans that will help them negotiate a complex system of benefits and services.

Ron spoke to issues to be untangled such as the different access and different benefits offered reservists, active duty personnel and National Guard personnel. Gus St. Silva, who currently serves as a liaison to the V.A. at UMASS Boston, may become an important resource for us.

**Human Service Program Updates:**

**Recruitment and Admissions**

Jane shared statistics that tracked students who had matriculated into each of the certificate and associate degree programs since 2002. The data suggests a fairly regular increase in admissions up until this fall semester which shows a drop in admissions. She shared excerpts from the program self study required for reaccreditation (which had been previously sent electronically to all members) which highlighted the demographics of our students.

The committee engaged in a productive discussion around potential sources of recruitment. The group considered such non-traditional candidate pools as aging baby boomers, state employees and retiring police officers (local and state), retiring teachers, municipal employees, and family members of individuals in recovery. The group considered possible marketing, mailings and outreach to



libraries, health clubs, physician's offices, NAMI, human resource and payroll offices of large area businesses, and AARP. The group also raised questions about any hard data in regard to the ages of current students or statistics from other area human service programs. Jane will explore the possibility of each through the NECC Office of Institutional Research. In addition, the question was raised as to current sources of referral. This might be best accessed by mining information available from the application form where students respond to the question, "How did you hear about our program?". The possibility of newspaper ads was also raised, although it is understood that the program has a limited budget.

Jane also reported that she is working with the Program Coordinator of Business Management and Transfer, Bill Zannini. Bill has offered to provide student teams from his class who might develop marketing plans for a variety of programs. She expects this project to be underway shortly.

In the context of recruitment, the ongoing interest in outreach to the Lawrence community, and particularly the Hispanic community, was again mentioned. The demographic statistics on race and ethnicity of our students indicate that we have substantial room for improved representation and growth. As raised during a previous committee meeting, our current membership represents diverse constituencies as it includes alumni, a range of service areas, and client problems. It would be helpful to also have some representation on our committee from the Hispanic community and members are asked to provide recommendations to Jane.

### **Re-accreditation Status**

Jane reported that a draft of the self study has been sent to the regional director and that she is hoping for feedback in the near future. The site visit is anticipated for spring 2008 and she expects to be inviting members to attend one or more of the meetings to be held with the visitors at that time. In particular, the group reviewed the revised mission statement for the program. A question was raised as to the descriptive nature of the mission statement as opposed to a more visionary or inspirational one. This feedback will be taken back to the Program Review team and the larger college community who are working within similar frameworks for the mission statements.

### **NECC Human Services Program Review update:**

Jane reported that Sharon Giunta had volunteered to participate on the Program Review Team as a representative of the Advisory Committee and the human service provider community. Sharon's willingness to participate is much appreciated!

Program Review is an internal process that was initially prompted by NEASC accreditation guidelines for colleges. All NECC programs and departments will be participating in the review and ongoing assessment of objectives and outcomes developed by each program/department.

**Follow up to the Alumni Reunion on April 28, 2007:**

Jane reported that the alumni reunion was a success. Graduates reported that they enjoyed the event and there was interest expressed in future gatherings. Under the auspices of the Office of Alumni and Donor Relations, Director Libby Jensen has organized a meeting on Thursday, October 25, 2007 for those alumni who may be interested in developing a Human Services chapter. The purpose of such a chapter will be determined by the group and could range from mentoring to professional networking to social events.

**Community Programs Updates**

Sharon indicated that CAI Headstart finally moved into the Fox School in Haverhill this September and is in the process of settling into their new space on the corner of Elm and Main Streets.

A thank you was expressed to all present for attendance and contributions to this meeting.

Our next meetings are scheduled for Wednesday, March 5, 2008 and Monday, October 20, 2008 on the Haverhill campus in the Behrakis Student Center, SC203, from 9:15-11:15 AM.

Submitted by:

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Jane Gagliardi

**Northern Essex Community College  
Human Services Advisory Committee  
Minutes**

**Date:** February 28, 2007

**Location:** The Behrakis Student Center, Room SC203, Haverhill campus

**Present:** Nick Costello, Melissa Fleming, Jane Gagliardi, Lane Glenn, Ellen Grondine, Ron Koontz, Diana Mele, Jeanine Murphy, Joe Ouellette, Shelley Washitz

**Introductions**

Lane Glenn, Vice President of Academic Affairs was introduced to the group and welcomed to his first meeting with the advisory committee.

**Human Services Program Updates**

Jane once again shared statistics that track program admissions which demonstrate sustained and dramatic growth in the past two years (NECC Human Service Program Admissions in academic year 2002-2003 totaled 49 in contrast to academic year 2005-2006 totals of 92 and academic year totals of 97 in 2006-2007.) In addition, enrollment statistics based upon both headcount as well as full time equivalency (FTE) also demonstrate significant growth. Diversity will be highlighted more in the self study report that will be developed later this spring and summer. As the program continues to grow, practicum internships may become limited as they are based on the availability of practicum sites and practicum supervisors. The group wondered about the source of the dramatic growth. Faculty speculated that the recruitment efforts of the academic advising staff and direct mailings from the Program Coordinator have contributed to the increasing enrollment along with the addition of evening courses in Lawrence. Melissa also noted that a decrease in enrollments in the 1990's may have been partially due to the creation of a Human Services Program at Middlesex Community College which drew students from our candidate pool. Jeanine noted that the growth in the non profit and Human Services sector is one of the top growth areas in the Merrimack Valley, offering many employment opportunities. This corresponds to state and national research which documents the human services as one of the fastest growth areas for employment. Melissa noted the growing need for services among aging baby boomers as well as potential for cross-over with the Criminal Justice Program to provide services in correctional facilities.

**Follow up to March 2006 and October 2006 meetings**

Jane distributed a draft of "frequently asked questions about CORI"; to eventually go online on the human services program website. The committee reviewed the questions and proposed responses making several helpful suggestions. The revised questions will be forwarded to Carol Liebman for consideration and

response. Ellen indicated that the CORI committee at NECC would be meeting in approximately one month. Colleen Walsh has been designated as the person responsible for the CORI process at NECC, replacing Steve Sullivan who had previously filled that role. Colleen will also be sent a copy of these questions and responses for her review and approval before they are placed online.

Jane also reported that Carol Liebman, Program Coordinator for Criminal Justice and she were continuing to work on developing a joint certificate program. She shared a draft of the curriculum for such a certificate and asked the group for feedback. Lane asked about the rationale for such a certificate program. Joe indicated that such a certificate would be important in corrections and would be valuable background for someone working in the field of corrections as research demonstrates that up to 90% of inmates are there for substance-related crimes. Jeanine wondered about including a course that provides general understanding of mental health disorders. Jane reported that the course, Modalities of Treatment, does provide basic information and a variety of perspectives. Jane wondered if the committee felt that group dynamics was a priority. Joe indicated that group work as discussed at the college was not the same as the group meetings they hold at the prison.

Jane also reported that she had sent out two assessment surveys (previously reviewed by the committee) for the self-study required for the reaccreditation process. She indicated that she has received (approximately) a 50% response from the community agency providers. However, the graduate survey response rate was very low. Jane states she intends to get a focus group together for graduates to obtain additional feedback. Jane distributed a draft of the focus group questions for review and feedback.

Jane also reported that the "first-ever" Human Services Program Reunion is scheduled for April 28<sup>th</sup> from 11:30-3:00 on the Haverhill campus, in the Technology Center.

### **Community Program Update**

Ron raised the issue of services for veterans. He stated that there is a Welcome Home Bill which is state funded and provides education for veterans returning from duty. However, the personal welcome and "hand holding" upon entry into a system is very important to success for these individuals. He indicated that he knew a possible candidate for this program who has just come home from Iraq. He is a young veteran who earned the Purple Heart. Ron also stated there is a federally funded (in addition to the state funded programs) veterans program that covers more than the state level and provides further education for vets. However, the veteran or his/her advocate needs to initiate and actively pursue this to obtain services. Ron reported he would send Jane a listing of additional individuals/veterans agents (colleagues) who should be on the program mailing list. Nick raised the question as to whether the college thought about

opportunities for veterans in regard to people who will need services as well as individuals who want to enroll in the Human Services field upon return from duty. It will be important to market the college's participation in the Welcome Home Bill. The college may want to think about opportunities for certificates for vets returning from combat. There was a general consensus among the committee that it will be important for NECC to incorporate the needs of veterans in the college. Ron added that there is a major homeless problem. There is a new campaign starting up by the V.A. and they are looking for new social workers to go out in the community to locate homeless veterans.

Joe reported that they are putting together a support group at the corrections facility for veterans returning to work at his facility after combat.

Jeanine reported that Emmaus has just built 30 units for the elderly SRO (Single Room Occupancy).

Diana Mele suggested establishing a yahoo group for committee members so they can keep in contact and exchange info more easily.

Joe reported that they have just added 120 more beds at the Middleton Regional lockup.

Our next Human Service Advisory Committee meeting is scheduled for Monday, October 22, 2007 on the Haverhill campus in the Behrakis Student Center from 9:15-11:15 AM.

The Spring 2008 Human Services Advisory Committee has been scheduled for Wednesday, March 5, 2008 in the Behrakis Student Center from 9:15-11:15 AM.

Submitted by:

Beth Donovan and

Jane Gagliardi

**APPENDIX 3**

**OUTCOMES ASSESSMENT PLAN**

## OUTCOMES ASSESSMENT PLAN

**PROGRAM:** Human Services Program  
Alcohol/Drug Abuse Counseling Certificate

**DATE:** May 20, 2010  
Revised September 12, 2010

### **PART I. INTRODUCTION**

#### **A. List the names and titles of the outcomes assessment team members.**

Current team members include:

Jane Gagliardi, Program Coordinator of the Human Services Program

Melissa Fleming, Professor, Human Services Program

Gail Feigenbaum, Program Coordinator of Early Child Education

Carolyn Cohen, Professor, Behavioral Sciences Department

Nick Costello, Executive Director of Link Inc.

#### **B. Describe the constituencies represented by each team member (e.g. program faculty – full-time or DCE, faculty from other programs within the division, faculty from other divisions, representative of employers, four-year colleges, etc.)**

Jane Gagliardi - full time, Human Services Program faculty and Program Coordinator within the Division of Law, Education and Social Professions

Melissa Fleming – full time, Human Services Program faculty within the Division of Law, Education and Social Professions

Gail Feigenbaum – full time, faculty and Program Coordinator of Early Childhood Education within the Division of Law, Education and Social Professions

Carolyn Cohen – full time, faculty and Department Chair within the Behavioral Sciences Department, Division of Humanities and Social Sciences

Nick Costello – a member of the Human Services Program Advisory Committee, community agency provider and Executive Director of Link Inc.

**C. Provide a general description of the process followed, e.g. face-to-face meetings, email exchanges for review of drafts, etc. Provide a general sense of the frequency and quality of interactions as well as the extent of contributions from team members.**

Learning outcomes and objectives were initially discussed by program faculty during a program meeting and later developed at subsequent meetings attended by Melissa Fleming, Nick Costello and Jane Gagliardi. Given the difficulty of coordinating schedules, Gail Feigenbaum and Carolyn Cohen participated via informal discussions and email contacts.

The outcomes and objectives were reviewed within a subsequent program meeting and distributed for review and discussion with the Advisory Committee of the Human Services Program. Similarly, the curriculum map was reviewed during a program meeting which included Faculty members Diana Mele, Nancy Rusk, Melissa Fleming and Jane Gagliardi. Other interactions were primarily conducted via email although the proximity of offices allowed for some informal exchange of information.

## **PART II. DEVELOPMENT OF PROGRAM MISSION STATEMENT**

### **A. Include the college's mission statement.**

The college's mission statement is as follows:

*The mission of Northern Essex Community College is to serve the people of the Greater Merrimack Valley as a caring and comprehensive center of educational excellence that offers high quality, affordable adult and post secondary education through the Associate Degree level, as well as a broad range of occupational programs and community services which enhance the social, cultural and economic life of the region.*

### **B. Include the program's mission statement.**

The Alcohol/Drug Abuse Counseling Certificate's Mission Statement is as follows:

*The Alcohol/Drug Abuse Counseling Certificate at Northern Essex Community College provides students with the values, competencies and ethics to work with clients along the spectrum from acute abuse to later stages of recovery. The program integrates experiential learning with academic coursework giving graduates the opportunity to directly enter the workforce as a beginning professional or to transfer directly into the Associate Degree of Human Services program.*

### **C. Describe the process used to develop the mission statement? E.g., were mission statements from other programs at NECC or other colleges consulted? Was there an "old" version of a program mission statement that you revised?**

The Human Services Program has been in existence since 1972 and has had a mission statement for many years. That mission statement was reviewed and revised in 2007 during the Program Assessment process for the Human Services Associate Degree program.

The mission statement for the Alcohol/Drug Abuse Counseling Certificate was developed by program faculty, reviewed and revised by program faculty, the advisory committee of the Human Services Program and team members during AY2009-2010.



**D. Describe the participation of team members and others in the review and approval process.**

As previously noted, team members met and communicated through email and other informal means to review and approve the process. The Human Services Advisory Committee were given copies of the proposed learning objectives and outcomes with minutes of the Spring 2010 meeting. This issue will be on the agenda for our Fall 2010 meeting for further discussion.

**E. Describe how the program's mission aligns with/ is consistent with/ supports the college's mission.**

The certificate program's mission statement is directly related to the college mission's statement. It is a competency based program with long standing relationships with community agencies and a history of regular re-assessment and feedback from community agencies. It attends to, and serves the needs of the community. The program offers students a "career ladder". Graduates may seek employment and/or pursue transfer into the associate degree program. The Human Services Program has been considered an "outstanding" program by its accrediting body, the Council for Standards in Human Services Education, in keeping with the college's mission to provide a high quality education that is also affordable.

**PART III. DEVELOPMENT OF PROGRAM OBJECTIVES AND LEARNING OUTCOMES**

**For this section, reference the program's outcomes and curriculum map, included in Appendix 1.**

**A. Describe the process used to develop the program objectives and learning outcomes? E.g., were objectives and outcomes from other programs at NECC or other colleges consulted? What other materials did you refer to/draw from? How were team members involved in the process?**

As previously noted, the learning objectives and outcomes were substantially drawn from a process of review over AY2009-2010. During that time, faculty and team members reviewed and drew from work previously accomplished during the Program Review for the Human Services Associate Degree.

The Core Functions of Substance Abuse Counselors as well as the National Community Support Skill Standards are the competency based standards for the certificate program. Melissa Fleming, who teaches the core courses within this certificate program, was the primary contributor to the development of the objectives and outcomes.

Team members met to review the objectives and outcomes and also communicated via email and other informal means. Faculty from departments which services our program (e.g. English and the Behavioral Sciences) collaborated in the development of the curriculum map which is included in Appendix 1.

**B. Discuss how the objectives align with the program's mission, and how the outcomes align with the objectives.**

The outcomes are in direct alignment with the objectives, and are consistent with the certificate's mission as well as that stated by the college. The objectives are referenced directly and indirectly in the mission statement. For example, the mission statement directly references graduates' ability to directly enter the workforce with knowledge of competencies and ethics required. Objective #3 speaks to graduates' knowledge and ability to assess substance abuse and objective #4 speaks to graduates' knowledge and ability to treat substance abuse. Objective #6 directly speaks to students knowledge and ability to apply ethical standards.

**C. Describe how NECC's college-wide competency requirements are represented in the objectives and outcomes. (Note: This is required only for degree programs. Certificate programs, however, may also have included some or all of these competencies.)**

This section is not required for certificate programs.

**D. Discuss how the outcomes are accomplished through the program's curriculum. (Note: Refer to the curriculum map which shows the relationship between courses and outcomes.)**

All of the outcomes are introduced and reinforced in one or more courses required within the program. Please see the curriculum map for the particulars in Appendix 1.

#### **PART IV. REPORT OF CURRENT ASSESSMENTS**

**For this section, reference the program's outcomes and assessments map, included in Appendix 2.**

**Provide a general discussion of assessments currently in place with respect to the program's outcomes. E.g., discuss whether course assessments appear to be mostly adequate for outcomes assessments, whether new assignments or methods of evaluation likely need to be developed, etc.**

Please refer to the Program Outcomes and Assessment Map, included in Appendix 2 (Two). Assessments currently in place are more than adequate for outcomes assessment. Some modifications are made routinely to keep material current. Outcomes are assessed via diverse methods including objective exam questions, short essays, case presentations and other projects. Rubrics will need to be developed for some assessments.

#### **PART V. OUTCOMES ASSESSMENT SCHEDULE**

**For this section, reference the outcomes assessment schedule, included in Appendix 3.**

**Provide a general discussion of the rationale behind the schedule. E.g., what considerations went into the schedule's development? What was behind decisions to group certain outcomes together in a particular assessment cycle?**

Please refer to the Outcomes Assessment Schedule included in Appendix 3 (Three). There were several considerations given to this schedule. These considerations included the level of concern for the outcome, grouping of assessment tools for ease of data gathering and analysis, and the complexity of analysis involved in any given outcome assessment tool. As some assessment tools will need refinement, they were deferred in some instances to future years to allow time for development.

## **PART VI. STRATEGY FOR PLAN IMPLEMENTATION**

**Discuss the general strategy for implementing the assessment plan, along with any specifics, if known at this point. For example, who will be involved? What products will be gathered and when? How will the products be evaluated and what will be done with the data/information?**

The Program Coordinator and primary full time faculty member within the certificate program, Melissa Fleming, will have the responsibility for plan implementation with some assistance from other full time and part time faculty within the program. The Assistant Dean of Academic Program Review and Assessment will be available to provide the analysis of the data.

## **APPENDIX 1. OUTCOMES AND CURRICULUM MAP**

## Outcomes and Curriculum Map - Alcohol/Drug Abuse Counseling Certificate

**PROGRAM MISSION STATEMENT:** The Alcohol/Drug Abuse Counseling Certificate at Northern Essex Community College provides students with the values, competencies and ethics to work with clients along the spectrum from acute abuse to later stages of recovery. The program integrates experiential learning with academic coursework giving graduates the opportunity to directly enter the workforce as a beginning professional or to transfer directly into the Associate Degree of Human Services program.

OBJECTIVES	ASSOCIATED LEARNING OUTCOMES	PROGRAM CURRICULUM: SPECIFIC COURSES AND RELATIONSHIP TO OUTCOME**									
		Requirements								Electives	
		English Composition I (ENG101)	Introduction to Human Services (HUS101)	Community Resources and Client Population (HUS103)	Modalities of Treatment (HUS170)	Alcohol & Drug Abuse (HUS171)	Counseling Techniques with Substance Abuse (HUS172)	HUS Practicum I in Alcohol/Drug Abuse Services (HUS191)	HUS Practicum II in Alcohol/Drug Abuse Services (HUS192)	HUS Group Dynamics (HUS201)	Behavioral Science Elective (3)
The objectives of the Alcohol/Drug Abuse Counseling Certificate Program include to assist students in the development of:	The graduating student will be able to:										
	1 Demonstrate understanding of the role of micro and macro cultures in the etiology of SA										
	2 Demonstrate knowledge of the psychopharmacological foundation for substance abuse/dependence										
	3 Demonstrate understanding of client risk factors (e.g. genetics)										
Knowledge of the epidemiology of substance abuse	1 Demonstrate understanding of the role of culture in the epidemiology of SA										
	2 Demonstrate knowledge of the role of the legal system in the epidemiology of SA										
	3 Demonstrate knowledge of the role of the socio-economic system in the epidemiology of SA										

OBJECTIVES		ASSOCIATED LEARNING OUTCOMES	PROGRAM CURRICULUM: SPECIFIC COURSES AND RELATIONSHIP TO OUTCOME**									
			Requirements									Electives
			English Composition I (ENG101)	Introduction to Human Services (HUS101)	Community Resources and Client Population (HUS103)	Modalities of Treatment (HUS170)	Alcohol & Drug Abuse (HUS171)	Counseling Techniques with Substance Abuse (HUS172)	HUS Practicum I in Alcohol/Drug Abuse Services (HUS191)	HUS Practicum II in Alcohol/Drug Abuse Services (HUS192)	HUS Group Dynamics (HUS201)	Behavioral Science Elective (3)
3	The objectives of the Alcohol/Drug Abuse Counseling Certificate Program include to assist students in the development of:	The graduating student will be able to:										
		1 Demonstrate knowledge of the DSM-IV, particularly as it applies to substance abuse and dependence										
		2 Demonstrate knowledge of the stages of denial										
4	Knowledge and skills related to assessment of substance abuse	3 Demonstrate knowledge of the levels of defenses										
		1 Demonstrate knowledge of levels of care										
		2 Demonstrate knowledge of treatment matching										
		3 Demonstrate knowledge of the dynamics and process of addiction										
		4 Demonstrate knowledge of the stages of recovery										
		5 Demonstrate knowledge of relapse prevention										
		6 Demonstrate knowledge of the impact of substance abuse on family and other significant relationships										

OBJECTIVES		ASSOCIATED LEARNING OUTCOMES	PROGRAM CURRICULUM: SPECIFIC COURSES AND RELATIONSHIP TO OUTCOME**											
			Requirements									Electives		
The objectives of the Alcohol/Drug Abuse Counseling Certificate Program include to assist students in the development of:			The graduating student will be able to:	English Composition I (ENG101)	Introduction to Human Services (HUS101)	Community Resources and Client Population (HUS103)	Modalities of Treatment (HUS170)	Alcohol & Drug Abuse (HUS171)	Counseling Techniques with Substance Abuse (HUS172)	HUS Practicum I in Alcohol/Drug Abuse Services (HUS191)	HUS Practicum II in Alcohol/Drug Abuse Services (HUS192)	HUS Group Dynamics (HUS201)	Behavioral Science Elective (3)	
		1	Demonstrate knowledge and the ability to use appropriate human services terminology in written and oral assignments											
		2	Demonstrate the ability to present an oral case presentation in appropriate format according to provided guidelines											
		3	Demonstrate the ability to complete a written case presentation using the appropriate format according to guidelines											
		4	Demonstrate the ability to complete assignments using standard American English, including spelling, paragraphing punctuation and grammar											
5	Clinical documentation requirements related to the delivery of services to those who abuse substances													

PROGRAM CURRICULUM: SPECIFIC COURSES AND RELATIONSHIP TO OUTCOME**														
OBJECTIVES		ASSOCIATED LEARNING OUTCOMES		Requirements									Electives	
The objectives of the Alcohol/Drug Abuse Counseling Certificate Program include to assist students in the development of:		The graduating student will be able to:		English Composition I (ENG101)	Introduction to Human Services (HUS101)	Community Resources and Client Population (HUS103)	Modalities of Treatment (HUS170)	Alcohol & Drug Abuse (HUS171)	Counseling Techniques with Substance Abuse (HUS172)	HUS Practicum I in Alcohol/Drug Abuse Services (HUS191)	HUS Practicum II in Alcohol/Drug Abuse Services (HUS192)	HUS Group Dynamics (HUS201)	Behavioral Science Elective (3)	
6	Knowledge and the ability to apply ethical standards according to the National Organization for Human Services	1	Demonstrate knowledge of clients' rights to privacy and confidentiality and the limits thereto, including mandated reporting requirements											
		2	Demonstrate an understanding of appropriate professional boundaries, including an appreciation of guidelines for self disclosure and multiple relationships											



## **APPENDIX 2: OUTCOMES AND ASSESSMENTS MAP**

## Outcomes and Assessments Map - Alcohol/Drug Abuse Counseling Certificate

PROGRAM MISSION STATEMENT: The Alcohol/Drug Abuse Counseling Certificate at Northern Essex Community

OBJECTIVES	ASSOCIATED LEARNING OUTCOMES	ASSESSMENT METHOD(S) ALREADY IN PLACE AND WHERE (e.g., in which courses or other curricular experiences such as practicum's, internships, etc.)															NONE
The objectives of the Alcohol/Drug Abuse Certificate include to assist students in the development of:	The graduating student will be able to:	HUS171 Essay I	HUS171 Essay	HUS171 Exam I (Objective Questions)	HUS171 Exam II (Objective Questions)	HUS 172 Exam I (Objective Questions)	HUS171 Final Exam (Objective Questions)	HUS171 Exam IV (Objective Questions)	HUS171 Exam IV (Final Essay)	HUS171 Exam I (Objective Questions)	HUS172 Exam II (Objective Questions)	HUS172 Exam III (Essay 2)	HUS172 Exam III (Essay 3)	HUS172 Final Exam and Final Essay	HUS191 Practicum Case Presentation	HUS192 Practicum Case Presentation	HUS101 Exam II (privacy and confidentiality)
	1 Demonstrate understanding of the role of micro and macro cultures in the etiology of SA.	X		X					X								
	2 Demonstrate knowledge of the psychopharmacological foundation for substance abuse/dependence.								X				X			X	
Knowledge of the epidemiology of substance abuse.	3 Demonstrate understanding of client risk factors (e.g. genetics).			X		X											
	4 Demonstrate understanding of the role of culture in the epidemiology of SA.		X	X													
	5 Demonstrate knowledge of the role of the legal system in the epidemiology of SA.			X													
Knowledge and skills related to the assessment of substance abuse.	6 Demonstrate knowledge of the role of the socio-economic system in the epidemiology of SA.			X													
	7 Demonstrate knowledge of the DSM-IV, particularly as it applies to substance abuse and dependence.									X							
	8 Demonstrate knowledge of the stages of denial.											X					
Knowledge and skills related to treatment of substance abuse.	9 Demonstrate knowledge of the levels of defenses.											X					
	10 Demonstrate knowledge of levels of care.																
	11 Demonstrate knowledge of treatment matching.									X							
	12 Demonstrate knowledge of the dynamics and process of addiction.							X									
	13 Demonstrate knowledge of the stages of recovery.																X
	14 Demonstrate knowledge of relapse prevention.																X
	15 Demonstrate knowledge of the impact of substance abuse on family and other significant relationships.									X				X			

[illegible]

### **APPENDIX 3: ASSESSMENT SCHEDULE**

[illegible]

## APPENDIX4

### HUMAN SERVICES PROGRAM MANUAL