

NORTHERN ESSEX COMMUNITY COLLEGE

Program Review Year 2015-2016

Name of Program:

Human Services, Associates in Science Degree

Program Review Team Members

<u>Name</u>	<u>Title</u>
Brian MacKenna-Rice	Program Coordinator of the Human Services Program
Jane Gagliardi	Professor, Human Services Program
Donna Johnson	Staff Associate, Human Services Program
Shelia Pierre	Professor, Behavioral Science Department
Russell Gouveia	Professor, Information Technology Department
Mary Crockett	Program Director, Lahey Behavioral Health

DATE: March 1, 2016

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INTRODUCTION - BACKGROUND

REGIONAL ACCREDITATION CONTEXT FOR PROGRAM REVIEW

NEASC Standard 2.5: The institution has a system of periodic review of academic and other programs that includes the use of external perspectives.

NEASC Standard 4.8: The institution ... on a regular cycle reviews its degree programs under effective institutional policies implemented by designated bodies with established channels of communication and control. Faculty have a substantive voice matters.

SCHEDULING OF PROGRAM REVIEWS

The Associate Dean of Academic and Institutional Effectiveness shall maintain a copy of the current schedule for programs to be reviewed, including the names of the person(s) designated as program review team leader(s). The schedule shall be developed by the Deans/ Assistant Deans, and shall be posted on the College's website.

FORMATION OF PROGRAM REVIEW TEAM

The team leader will identify at least five program review team members as follows:

A. Faculty

i. If there are full-time faculty members in the program in addition to the designated team leader, then at least one should be included on the team. ii. If there are no full-time faculty members in the program in addition to the team leader, then the leader can consider including on the team:

- a. At least one part-time faculty member in such cases where it is believed that the parttime faculty member has sufficient experience and investment in the program to make an informed and solid contribution to the program review, OR
- b. If no such part-time member can be identified, at least one person who is not a faculty member but who can serve the intended purpose. This may include an outside professional, a faculty member from a related program (e.g., where there is overlap of courses), or some such other individual.

iii. At least one faculty member shall be from outside the department/program.

iv. At least one faculty member shall be from outside the division.

B. External Representative

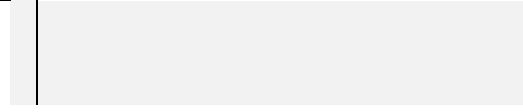
- i. At least one Advisory Committee member, or a member of an effective approved alternative, should be included on the team. Alternative representatives include an individual from a four-year institution to which students from the program transfer. This individual would be knowledgeable concerning the program and its graduates. Another possible alternative is a representative of an area high school which is an important feeder source for the program.

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SUGGESTED TIMELINE FOR PROGRAM REVIEW PREPARATION

The program review calls for insertion of the program's outcomes and assessment plan. This plan is very helpful in addressing many sections of the program review report. *The following timeline is based on the assumption that the outcomes and assessment plan has not been developed prior to the program review year.*

Date	Activity
January/ February	Inform/ Orient: Associate Dean of Academic and Institutional Effectiveness informs Dean and/or Assistant Dean and individual(s) who have been designated as program review team leaders of their programs scheduled for program review, which is due by February 1 of the next year. Associate Dean schedules meeting with Dean and/or Assistant Dean, and the designated team leader to orient them to the review materials and process. Deans and/or Assistant Deans inform team leader concerning any specific requirements related to the process.
February	Assemble team/ Begin meeting: Team leader identifies members of the team that will be involved in the program review. Team begins meeting, and develops a schedule of and process for meetings. First task is to orient team members to the work ahead.
February/ March	Develop program mission statement and program outcomes: Team members begin developing the program mission statement, objectives and student learning outcomes. Begin to develop the outcomes and curriculum map.
March	Complete curriculum and outcomes assessment maps.
March/ April	Complete the outcomes and assessment plan. Complete SECTION IX of the program review.
September	Complete SECTIONS I, II, AND III of the program review. NOTE: IN LATE SEPTEMBER, THE ASSOCIATE DEAN WILL PROVIDE THE TABLE NEEDED TO ADDRESS "D" IN SECTION III. Distribute Chart 6 to each faculty member involved in the program: Ask for returns by midOctober.
October	Complete SECTION IV, V, AND VI of the program review. IN OCTOBER, THE ASSOCIATE DEAN WILL PROVIDE THE CHARTS NEEDED TO ADDRESS SECTION V.
November	Complete SECTIONS VII, VIII, X AND XI. NOTE: IN LATE NOVEMBER/ EARLY DECEMBER, THE ASSOCIATE DEAN WILL PROVIDE THE CHARTS NEEDED TO ADDRESS SECTIONS VII AND, IF INDICATED, "C" IN SECTION XI.
November/ December	Complete SECTIONS XII THROUGH XV. Review and edit as needed.
By February 1	Submit final draft: Dean and/or Assistant Dean receives final copy of program review document.
April	Annual program review summit meeting: Attended by the President, Vice President of Academic Affairs, Deans, Assistant Deans, Associate Dean of Academic and Institutional Effectiveness, faculty involved in program reviews, and any other interested faculty and staff.



PROGRAM REVIEW

SECTION I: ACCREDITATION/ APPROVAL/ CERTIFICATION

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

Yes X No

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 accrediting organization is the Council for Standards in Human Services Education (CSHSE).

2. What is the current accreditation status of the program? The program is accredited through May, 2018

3. What date was the last accreditation status awarded?

It was last accredited in a letter dated March 12, 2013 awarding accreditation status from May, 2013 through May, 2018.

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

The next application requesting reaccreditation will be filed no later than November 1, 2017 and will require both a self-study (to be completed by January 15, 2018) and a site visit by the accrediting agency (to be completed by March 31, 2018).

5. How often does the program file an official report with the accrediting agency? The program completes a self-study required every 5 years, and a self-study and site visit conducted by CSHSE and required every 10 years.

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

The program is presently in the 8th year of the 10 year cycle and the reaccreditation process has begun with preliminary research and consultation within the department.

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.*)

In the letter addressed March 12, 2013 the program was notified of its reaccreditation for May, 2013-2018 and there were no weaknesses or deficits cited. The letter stated that the five year self-study was both “well written and well documented” The letter went on to “commend the overall excellence of the program.” It specifically noted the following strengths:

- NECC's long history of program accreditation (since 1985)
- Well-written, well-documented self-study
- Progressive and proactive approach to students
- Strong community affiliations and diverse advisory committee
- Qualified faculty (education and professional experience)
- Focus on ethics
- Well-developed curriculum
- Program video
- Increased enrollment and retention
- Increased number of Hispanic students
- 8-step application process
- Detailed policies regarding managing students with behavior and legal problems
- Credit for Life Learning Program
- 2-180 hour practicum experiences (NOTE: now 2-150 hour with increased class time)

The only "suggestions" for changes were:

- When referencing syllabi, only one example of each course need be submitted
- Specific reference to location of content would be helpful rather than a range of pages

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

Since no program components, policies, or staffing issues were noted there were no significant changes necessary. However the above two suggestions which are meant to allow greater ease in reviewing the application and accompanying materials are duly noted and will be implemented for the 2018 reaccreditation application.

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.

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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.

SECTION II: MISSION AND PURPOSES

NEASC Standard 1.4: The mission and purposes of the institution are accepted and widely understood by its governing board, administration, faculty, staff, and students. They provide direction to the curricula and other activities and form the basis on which expectations for student learning are developed. Specific objectives, reflective of the institution's overall mission and purposes are developed by the institution's individual units.

NEASC Standard 4.1: The institution's programs are consistent with and serve to fulfill its mission and purposes...

NOTE: IF YOUR PROGRAM HAS EXTERNAL ACCREDITATION, APPROVAL, OR CERTIFICATION, please respond below only to those areas not addressed in the external report.

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

Our mission is to prepare beginning human services practitioners with the values, competencies, ethics and professional identity needed to deliver quality care.

B. Describe the process through which faculty developed the program mission. The Human Services Program was first offered in 1972. Earlier versions of the program mission statement have been revised over time. The version previous to our new mission statement above was developed from discussions by the program faculty and outcome assessment team in preparation for the completion of the 2007-2008 program review. Other faculty from the Division of Law, Education and Social Professions, the Dean of that division as well as the Director of Academic Program Review and Assessment participated in that effort.

The Members of the Human Services Program Advisory Committee were provided with a copy of the mission statement for review and provided feedback at their semi-annual meeting in October, 2007.

Our present mission statement was developed during a series of meetings conducted by the present Human Services Program Review Team and arrived at through intra-team discussion, comparisons with in-state sister community colleges and similar accredited human services programs nationwide, as well as consulting past human services program reviews made by previous review teams. It was adopted by consensus of the team.

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

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The program's mission statement is consistent and in alignment with the mission of the College. Northern Essex Community College's mission is to **serve** the residents of the Greater Merrimack Valley, and in the spirit of that mission the Human Services Program fulfills that purpose by preparing students, to actively **serve** the community and by providing an affordable, comprehensive educational experience. That experience is founded upon a set of strongly held values, adherence to a time-tested code of ethics; and demonstrated by the many important professional competencies achieved by our students in pursuit of their degree.

D. Describe how this program facilitates the accomplishment of the College's Core Values. The Core Values of Northern Essex Community College are 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.

- **Culture of Inclusion**

Northern Essex Community College strives to be a model of diversity and inclusion; the campus community reflects the layers of cultural and self-identity that proudly make up our region, nation, and world. We respect, value, and celebrate the strengths, characteristics, and perspectives of all and promote an inclusive environment that leverages the unique contributions of each individual, group, and organization into all aspects of our work.

- **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 and learning. Nothing less than the best will do for and from our students and ourselves.

The Human Services Program facilitates the accomplishment of the school's core values in the following ways:

- Our program initiates multiple attempts to engage students through both required and voluntary events designed to increase educational access and opportunity, develop and maintain both educational excellence and professional growth while promoting a culture of inclusion that helps to prepare budding professionals for the many challenges of the field of human services. These events include:
 - An annual Seminar on Ethics that outlines and informs students via faculty presentation, discussion, and Q & A as to the requirements involved in their chosen profession. This event often offers professional development contact hours and is attended by some of our field practicum supervisors which fosters both networking and collaboration that extends our students the opportunity to acquire first-hand learning from working professionals.
 - Because there is a two-semester Practicum requirement the program sponsors and facilitates an annual seminar on the Practicum Experience which helps students to prepare for their upcoming and ongoing field experiences.
 - A Human Services Club has been formed under the direction of Professor Diane Mele. The club has been active in providing support for agencies such as the "Pillow Drive" for "Mitch's Place" and collaboration Coastal Connection, a non-profit working with physically and intellectually disabled clients. More info on the Human Services Club may be obtained at <https://www.necc.mass.edu/newsroom/2014/10/20/neccs-new-human-services-club/>
- The program furthers the schools core values by its accreditation with the nationally prominent CSHSE which has cited the program respectfully for its exemplary treatment of students as to engagement and inclusion as well as the many other positive aspects cited in Section I-A-7 above in this document.
- There have been efforts to recruit a diverse cohort of students and faculty to meet the growing demands of the ever growing culturally diverse communities in the Merrimack Valley. This effort has not yet reached the pinnacle hoped for but we will continue to work with students, NECC staff, and community partners to increase diversity to our overall admissions. In that effort the following initiatives have been attempted:
 - The Human Services Department Chair is now a member of the Lower Merrimack Valley Health Partnership. This organization of agencies and caregivers meets monthly and serves as a networking hub and asset to human services agencies and other entities.
 - The program has a long history of collaborative relationships and partners in the human services community.
 - Our Advisory Committee has depleted in members over the past year and there will be work underway to re-establish a strong and representative group that symbolizes the personal and professional growth that is so emblematic of this school and this department.
 - Many of our classes are enhanced by guest presenters from the community. This allows our students opportunity to learn and gain access to the many job offerings in this field.
- There has been an effort over the last several years to bring this and other programs into the employment of online courses. This has not yet been realized for several reasons. One of the trickier issues for human services online is that much of the curriculum involves interpersonal communication and face-to-face encounters. This makes using online courses a bit ineffective

for much of our coursework. However, there are ongoing discussions and there are “some” courses which may be suitable for online and this will be a focus of the future.

(For more information, got to: <http://www.necc.mass.edu/about/values/>)

E. Describe how this program satisfies or is consistent with one or more of the College’s Strategic Goals:

The Strategic Plan for NECC 2016-2020 is still in its final stages of completion and will be launched to coincide with the start of Academic Year 2016-17 Convocation. The plan’s focus includes four Strategic Goals:

Goal Name: Integrated Student Experience

- **Design and deliver an integrated, structured, and inclusive student experience across campuses that maximizes student success.** ○ The Human Services Department, by the very nature of the generally, acknowledged mission of human services as a field of endeavor (helping others), provides students with a unified experience despite the many barriers to that end. Most of our students are adults with jobs, families, and other responsibilities. Such responsibilities necessitate priorities that may place education and training a bit “down” on the list of life areas to be addressed. We have a multitude of part-time students whose experience are often fractured and intermittent. However, there have been, and will continue to be opportunities to promote a more structured, inclusive, and integrated experience for our students.
 - There has been an active campaign to recruit and maintain interest in this program. The Coordinator has been writing and speaking to the many human services students who have been inactive and stagnant for more than two semesters. This has been an important tool of recruiting since we have added ten or more students back into the classroom.
 - There is the Human Services Club which promotes both community involvement and collegial fellowship that serves to enlighten students to the need for integrated (both theoretical and applicative) experiences for students.
 - The Program Coordinator and Staff Associate have a plan to visit all of the First Year Experience classrooms in order to inform and create an active interest in the vast field of human services.
 - Our faculty and the Staff Associate all carry advising caseloads for human services students, which promotes a sense of unification and partnership between the school, program, student body, and program faculty.
 - We have worked with CPAC this year to make the registration a more facilitative and simpler process by adding more Information Sessions and putting the Information Session Video online thus making is much easier to register for classes.
 - Monthly faculty meetings to include both full and part-time instructors serve to promote the Program and Student Learning Outcomes to be more unified in both philosophy and practice in regards to curriculum planning and delivery.
 - The curriculum and its methods of delivery also contribute greatly to the student integrated experience. All of our instructors both full and part-time believe in the value of bringing their years of clinical and teaching experience into the classroom. Feedback from students indicates that this aspect of our program is most important to them since it provides insight into how the

theories, techniques, and models of human services as a profession are applicative to one's daily work in this field.

Goal Name: Student Career Opportunities

- **Provide students with comprehensive career development services including access to internships, career exploration, experiential learning, and job placement.** ○ The Human Services degree and certificate programs all require that students complete an onsite practicum experience. The internships (practicums) are conducted at qualified, licensed, and professional sites and monitored by both an onsite supervisor, licensed to serve appropriate populations and by classroom instructors who help students to share, process, and learn about themselves and their prospective client bases.
 - A large segment of our practicum students are hired by their practicum sites. Many are influenced to go on to higher degrees, including an Associates in Human Services which can be obtained at NECC, 4-years schools, and potentially masters' prepared.
 - Some of our coursework is done both in and out of class sites. HUS103 Community Resources and Client Populations does both external site visits and in-class speakers, both clinicians and consumers who graciously give their time to help our students realize an up close and personal view of how human services are practiced.
 - The faculty also conducts in-class opportunities to practice via case studies, role play, and monitored, graded assignments that ask them to display their accumulated knowledge regarding client interviews, techniques, modalities of treatment, and collegial interactions.

Goal Name: Professional Development

- **Increase opportunities for faculty and staff that encourage professional growth, foster experimentation, and advance curriculum innovation.** ○ The college is very supportive and facilitative in regards to this goal. There are numerous opportunities for faculty to advance their professional expertise such as membership in NISOD, Leadership Programs, and support for national and local conferences as well as seminars and time set aside to work collegially and develop expertise in regards to items such as cultural competency, cultural and linguistic appropriate standards.
 - The present Program Coordinator has traveled to the National Organization of Human Services both in 2015 (Charlotte) and 2016 (Tampa). This follows a history of persons in that position who are afforded the opportunity to travel to work and network with colleagues nationwide. This is an opportunity to explore latest trends, ideas, and to compare notes with other accredited program.

- The present coordinator is also active in the Merrimack Valley Health Partnership which supports and helps to educate professionals around the valley in regards to the changes and needs of our communities.
- NISOD (the National Institute for Staff and Organizational Development) is also actively acknowledged and celebrated as a professional organization bent on supplying valuable experiences and developmental opportunities. Last year our former coordinator traveled to Austin for their national conference; and on of our esteemed Adjunct Faculty was a NISOD award winner marking his exceptional years of dedication and excellence as an instructor in the human services.
- Our faculty also engages in events such as the annual BAFA BAFA game which is game that teaches students and faculty alike the importance of cultural competence. Several of our faculty take part in this effort.
- Finally, the Center for Instructional Technology is very active in helping our faculty stay updated and consistent with the technological advances and learning tools available to our instructors. These are invaluable opportunities to learn how to facilitate online and in the classroom with a confident professionalism.

Goal Name: External Partnerships

- **Expand and strengthen partnerships with the external community** ○ Because, as stated in above goals, Human Services students are not, usually what one might consider the “average profile” of college students across the spectrum, external partnerships become crucial to recruiting and enrollment services. Our “typical” student is more likely to be middle-aged adults with families and/or jobs. Many are also students whose language and writing skills are not primarily dominant culture. External partnerships are vitally important to our ongoing survival as a program.
 - There are two semesters of required practicum experiences necessary for graduation. We are connected to a vast network of agencies that support our program by offering their time, expertise, and experience in various modalities, all of which serve the needs of the Merrimack Valley and beyond. Our Staff Associate works diligently to develop relationships with these agency-partners.
 - The Advisory Committee to the Human Services program consists of a talented and committed group of professionals who give their time generously to support and consult to our program. Many of the members are former students of NECC and they give of themselves to guide our ever-evolving programs that are working constantly to be current and relevant to the growing needs of our populace.
 - The present Coordinator for Human Services is a very active member of the Merrimack Valley Health Partnership—a committed group of professionals who are both administrators and clinicians who have come together to “improve the health status of the communities of the lower Merrimack Valley.

SECTION II SUMMARY:

Strengths related to Mission and Purposes:

The history of the human services profession is replete with passionate, empathic examples of professionals dedicated and committed to serving individuals, families, and communities in need. The mission and purposes of the NECC program is the fulfillment of those noble and ambitious ideals. It features a dedicated faculty, supported by a professional staff, working tirelessly to provide the citizens and institutions of the Merrimack Valley with a thorough, learned, diverse, and enthusiastic wave of dynamic, energetic, and ethically trained entry-level practitioners.

The program's strengths are tied directly to the daily instruction, advising, and personal connections made between our faculty and staff with our students. The faculty, though few in number, is rife with experience. It brings a wealth of knowledge and practical, clinical expertise to every class session. Faculty also make personal contact with each student during the meticulous admission process that features a formal, comprehensive Information Session, personal interview with a faculty member, 300 total hours of practicum experience that is augmented by 60 hours of classroom contact, an active Human Services Club, many opportunities to take advantage of transfers to four-year colleges, as well as the chance to meet and network with many hiring agencies who serve the needs of the citizens of the Merrimack Valley. There has been a recent upgrade to the method of the admissions process made possible by a stronger link between the program and advising: we have added several more informational sessions for the summer months, more direct, rapid response by faculty to prospective new candidates and General Education Human Services students who wish to be formally accepted to the program, the addition of the information DVD to the Human Services Webpage, and a more cohesive relationships between CPAC and the program staff.

The program is also fortunate to have a seasoned Advisory Committee who actively contribute to discussions around community issues that will need to be addressed both now and in the future. By inviting their input our curriculum is constantly updated and those community and family topics are reflected upon and brainstormed in departmental meetings and eventually in classrooms.

Additionally, the generous opportunities, training, feedback, and guidance provided by our many practicum site supervisors are integral to the success and a great boon to the NECC program. We are also fortunate to employ a Staff Associate who arranges for each student's practicum experience. This personal touch makes for a more cohesive line of communication between student, faculty, and practicum site supervisor. The Staff Associate also searches for, recruits, and cultivates sites so that the program has a constant flow of opportunities for students.

Challenges or Areas for Improvement related to Mission and Purpose:

The challenges are many, and some may not be immediately repairable:

- Low numbers of new and continuing students
 - Need to appeal to greater numbers of diverse and non-traditional
 - Many of our prospective or continuing students have opted to go back into the workforce due to economic and family necessity.
- The environment of the times tends to dampen the enthusiasm for this work
 - Low pay for entry level human services positions

- A contemporary-held philosophy of individual over community needs ○ One of the things our practicum experiences impress upon students is that the field of human services is one of needing to always do more with less; and that the paperwork is overwhelming and ever-increasing. This sometimes discourages the students, of which there are many, whose ideas about and ideals of this field were a bit naïve
- The pace at which students move from course to course and semester to semester ○ We have many students for whom English is a second language. This is often an impediment to a smooth flow from admittance to graduation. ■ They must take developmental courses to qualify
 - Many of our students need help with college writing. ○ Most of our students are adults with families and or jobs, they can only do this part time and so it takes longer for them to acquire enough credits to graduate. ○ We cannot attract large enough numbers to offer all of our coursework in the evening. This discourages some would-be students from entering the program, and slows down progress towards a degree for others
- A shrinking of appropriate and diverse practicum experiences due a general lack of funds and many regulatory restrictions of the human services field.

Recommendations for actions needed to be taken to address Challenges or Areas for Improvement:

- Low numbers of new and continuing students ○ Need to appeal to greater numbers of diverse and non-traditional
 - **We have attempted to make some inroads to appeal to, especially nontraditional students and network in various forums throughout the Merrimack Valley.**
- **Plans are afoot to recruit with some aid of admissions/recruitment staff in order to reach a greater section of this population.**
- **Planned conference on addressing adolescents about drugs and alcohol done in collaboration with Adam Cutler (October for local guidance counselors was completed and met with great acclaim)**
- **A seminar was provided for the Northeast Regional Organization of School Nurses on how to use Motivational Interviewing is working with school age children, was facilitated and the presenter was invited back for future presentations to this group (50+ audience) □ Attending as many community events and meetings as possible: ○ Merrimack Valley Partnership ○ Understanding Mental Health night in Haverhill ○ Disability Awareness & Cultural Competence sponsored by Mass Rehab**
 - Many of our prospective or continuing students have opted to go back into the workforce due to economic and family necessity.
 - **We launched a summer-long email and phone call plan to reach out to students who have been enrolled in Human Services programs but who have curtailed or suspended their efforts without having voiced a reason for doing so. This is an attempt to reignite interest and enthusiasm for continuing education**

- The environment of the times tends to dampen the enthusiasm for this work
- Low pay of entry level human services positions
- A contemporary-held philosophy of individual over community needs
- One of the things our practicum experiences impress upon students is that the field of human services is one of needing to always do more with less; and that the paperwork is overwhelming and ever-increasing. This sometimes discourages the students, of which there are many, whose ideas about and ideals of this field were a bit naïve
- **An effort will be made to interest incoming students to opt for a Human Services Degree or Certificate:**
 - **Visits will be made to ALL FYS (First Year Seminar) classes in order to pitch the important aspects of service to communities and families.**
 - **A plan is being outlined to be part of new Orientation exercises.**
 - **A continuing attempt to interest Gen-Ed students to enroll earlier in Human Services courses via early contact and engagement.**
 - **The efforts of the newly minted Academic Master Plan will help to focus students to choose a more specific pathway to a career.**
 - **Faculty has been in attendance at the summit meetings aimed at formulating specific, strategic goals to recruit, attain, maintain, and retain students at NECC.**
- The pace at which students move from course to course and semester to semester
- We have many students for whom English is a second language. This is often an impediment to a smooth flow from admittance to graduation.
- They must take developmental courses to qualify
- Many of our students need help with college writing.
 - **Continue to encourage students to work with Support Services as advocated by the developing Academic Master Plan.**
 - **Continue to encourage ESL students to work with instructors and help to make their path to success a smoother one.**
- Most of our students are adults with families and or jobs, they can only do this part time and so it takes longer for them to acquire enough credits to graduate.
- We cannot attract large enough numbers to offer all of our coursework in the evening. This discourages some would-be students from entering the program, and slows down progress towards a degree for others
- **We have, in collaboration with CPAC made a portion of our acceptance criteria more facilitative by putting our Info Session video on our webpage, offering multiple summertime Info Sessions on both campuses, and by being more accessible and available after sessions to interview students while their enthusiasm and interest is at peak.**
 - **This will be especially helpful to students who come to NECC via Section 30 or recently unemployed and seeking new career training.**
- **Possibly develop some of our courses to be taken online or as hybrids to make it simpler to go to school while still working and supporting family.**
 - **Although much of our coursework is of a clinical nature and so is best learned by attending class in vivo and practicing methods and techniques we can convert the more knowledge-based courses to go online.**

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- A shrinking of appropriate and diverse practicum experiences due a general lack of funds and many regulatory restrictions of the human services field.
- **We find ourselves in a critical time for many segments of our underserved population. Such issues as the opioid crisis, general economic struggle, and the stresses of everyday life. All segments of our society have been affected and so we must as an educational department at this school be active advocates for more services and help for the needy populations that our students are being trained to serve. This includes helping Human Services students learn how to be effective advocates for change. It is part of our educational mission.**

SECTION III: PROGRAM POLICIES AND PROCEDURES

NEASC Standard 4.3 Each educational program demonstrates coherence through its...policies and procedures for admission and retention...

NOTE: IF YOUR PROGRAM HAS EXTERNAL ACCREDITATION, APPROVAL, OR CERTIFICATION, please respond below only to those areas not addressed in the external report.

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.)

Please refer to the NECC Human Services Program Manual Section II which may be accessed using the link below. The link provides documents and written policies and procedures that are program specific. These policies are consistent with those of the college.

<https://www.necc.mass.edu/wp-content/uploads/2010/06/Human-Services-Program-Manual-Section-II.pdf>

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.

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One of the requirements for admission to any Human Services Certificate or Degree Program is attendance at a Human Services Program Informational Session. This session, which is facilitated by program staff and/or faculty, is a well-coordinated vehicle that reviews essential program policies and procedures as well as serving as a Q and A forum to raise any queries or concerns about the structure, demands, and requirements of the program. All attendees are provided with a data sheet containing essential information, and a video is shown that depicts not only policies and procedures, but also features Human Services alumnae who explain the value and opportunities awaiting graduates. After one of these events there is an interview scheduled with either the Staff Associate or Program Coordinator. At this interview further information is provided and there is ample opportunity to ask further questions about policy and procedure. This video is now also available on the Human Services page of the NECC website by using the link below.

<http://www.necc.mass.edu/academics/courses-programs/areas/human-services/information-sessions/>

The Human Services Program Manual contains current program-specific policies and procedures and is revised annually (the present one available is for Academic Year 2016-7). Applicants are advised as to the usefulness and availability of this document and Practicum sites and supervisors are given the link to it in a letter sent each semester thanking them for their willingness to work with and supervise our practicum students. The manual is also cited during program orientation held for incoming human services students each September.

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. These are available online at www.necc.mass.edu/collegepolicies

Students also gain information through orientation modules offered in the introductory course, HUS101 Introduction to Human Services, which provides generic information about the college and specific programs.

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 several ways. For instance, the ability to graduate is a significant indicator of success, as is meeting or exceeding the Student Learning Outcomes (SLOs) which are summarized in the Outcomes Assessment Plan, which can be accessed using the link below.

Other indicators include program completion, transfer to a four-year college program, or employment in the field of endeavor. Student-defined goals do not necessarily align with more traditional criteria but may be equally valid benchmarks of a successful educational experience. For instance, there are always several students enrolled in our programs who already have advanced degrees (bachelor’s and/or master’s degree) but who desire to complete one or more courses as a way to gain ongoing professional development. Furthermore, there are components of accessibility as factors that support student efforts to be successful. These components may include cost, which is relatively low in

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comparison to private and four-year schools, ease of scheduling as we do offer an array of courses both day and evening, as well as in summer sessions. However, the evening offerings are limited due to issues with filling a minimum number of seats, as most courses are in Haverhill on weekdays mornings and afternoons. A second limitation is that we do not offer core courses online, but may try to arrange some in the foreseeable future.

The program policies and practices are intended to enhance student success and provide support, knowledge, and skills needed to prepare for entry to the workforce or to transfer to a four-year school. The Human Services Program Manual found at <http://www.necc.mass.edu/academics/courses/programs/areas/human-services/current-students-faculty/> provides clear guidelines and information for students to be aware of expectations and responsibilities of constituencies involved in the learning process. Students are prompted by faculty to define and reflect upon their goals during the application process. Self-reflection is integrated throughout the program as students are encouraged to maintain an awareness of personal choice, self-knowledge, and motivation required to pursue a career in human services.

Intensive academic advising is intended to create and nurture a sustained relationship which serves to provide support and guidance in a timely fashion, and to enhance the use of the many resources available to NECC students.

A wide variety of practicum placements allows for the referral of students to agencies that are appropriate to their professional and personal needs and goals. The integration of practicum experiences with academic knowledge prepares students with the beginning skills required for entry-level employment. Many of our practicum students are hired both before and after graduation by their practicum sites.

The structure of the program helps to support the development of peer groups among students who enroll in sequential courses and they begin to forge both collegial and personal relationships. These groups often operate as a cohort. Such dynamics may be an important factor contributing to student retention within our program.

The Human Services Program is criteria-based, requiring attendance at an Information Session, completion of a basic information form, and an interview with either the Staff Associate or Program Coordinator, though other full-time faculty can be called upon to assist with this task. The nature of this program requires that applicants demonstrate some ability to follow through with the multi-step admission tasks beginning at the very first stop in the process. This may serve to provide some factors of “self-selection” on the student population. Given the usual low salaries of this field, especially for entry-level jobs, the personal motivation and commitment by new students becomes essential and may contribute to retention data.

Finally, because the programs are comparatively small then so is the number of full-time faculty. There are very well-established student-faculty relationships formed. Students, who are often advised by faculty, can be certain that they will receive both expert tutelage and sincere advising from the professional and program expertise available to many. This is an advantage of smaller numbers since it helps to retain students who identify with the professors and staff who man the program’s every facet.

D. Describe how significant modification of this program would impact other programs at NECC. (Reference Table 1 in Appendix 1.)

Significant modification of the program could affect other departments that serve to fulfill the requirements of the Associates Degree in Human Services. In order to graduate with this degree candidates are required to enroll and successfully pass a number of non-HUS (Human Services) courses. Thus, if there were adjustments were made that eliminated the requirement of Human Biology that might have the unintended consequence of shrinking numbers in the Life Sciences Department. As a historical note, when CIS101 became a required course for the associate degree, it had the effect of increasing enrollments for the Computer and Information Sciences Department. The Program does not exist in a vacuum, and like many of the degrees and certificates at NECC is interdependent on sister programs, departments, and even divisions.

SECTION III SUMMARY:

Strengths related to Program Policies and Procedures:

- Updated and comprehensive Program Manual available by link to all students and prospective students keeping them informed and up-to-date with additions or other changes.
- Multiple Information Sessions offered at two campuses to facilitate and showcase program allows for year-long opportunities for students to learn about and become involved in this program.
- Simple yet inclusive admissions process facilitated and proctored by program associate and faculty members which begins the bond enjoyed between students and faculty.
- Class size is conducive to personal relationships as cohorts (peers) and with faculty that enhances the possibilities to mentor students during their matriculation through the curriculum
- Completion rate is excellent given today's workforce and economic environment.
- Advising done mainly by program faculty forming a close bond between students and instructors, while helping students to enter the appropriate classes and practicums to advance their rate of completion
- Program is recognized and affiliated with licensing and credentialing agencies both regional and national professional organizations giving it both credibility and stature in the community
- Diverse and numerous practicum sites allow students to experience the breadth of human services work and integrates their classroom work with real-life situations and clinical experiences
- An active and professional Advisory Committee generously lends itself both expertise and guidance regarding curriculum and consultation as to trends and changes in the field
- Program emphasis and philosophy regarding the importance of professional growth

Challenges or Areas for Improvement related to Program Policies and Procedures:

- Advisory Committee lacks balance in regards to professional credentials and specialties and fields of interest
- Space and technical assistance is an ongoing issue of concern
- There are no courses delivered online which has the effect of slowing student progress

Recommendations for actions needed to be taken to deal with Challenges or Areas for Improvement:

- Advisory Committee lacks balance in regards to professional credentials and specialties and fields of interest ○ **We have repeatedly attempted to recruit members who represent the faces of the field and who will be both role models and serve as opportunities for our students. Program Coordinator will continue to attend community events in both Haverhill and Lawrence in a quest for a more balanced and cross-trained membership**
- Space and technical assistance is an ongoing issue of concern ○ **We will attempt to update the Info Session video and also have asked support in changing over some of our outdated videos to DVDs so faculty might use them in the course of instruction.** ○ **Make requests for more cross-training involving technology so that both full-time and part-time faculty might be able to take advantage of items such as video cameras.**
- There are not courses delivered online which has the effect of slowing student progress ○ **Request faculty interested in developing an online course such as HUS101, Introduction to Human Services or develop hybrid courses work for HUS190, 191, 192, and 290 so that students might be able to streamline some of their efforts on a faster track to graduation.**

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NOTE: IF YOUR PROGRAM HAS EXTERNAL ACCREDITATION, APPROVAL, OR CERTIFICATION, please respond below only to those areas not addressed in the external report.

SECTION IV: CURRICULUM

NEASC Standard 4.3 Each educational program demonstrates coherence through its goals, structure and content...

NEASC Standard 4.5: Degree programs have a coherent design and are characterized by appropriate breadth, depth, continuity, sequential progression, and synthesis of learning.

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

COURSE		Proficiency	Prerequisite
Number	Name		
ART100	Introduction to the Creative Experience		
BIO101	Human Biology	College Reading	
CIS101	Computer for Beginners		
ENG101	English Composition I	Basic Reading Basic Writing	
ENG102	English Composition II	Basic Reading Basic Writing	ENG101, English Comp I, minimal grade C-
GOV101	American Government & Politics	Basic Reading Basic Writing	
HUS101	Introduction to Human Services	Basic Reading	
HUS103	Community Resources & Client Populations		Major restrictions; co-requisite HUS101
HUS170	Modalities of Treatment	Basic Reading Basic Writing	Major restrictions
HUS190	Human Services Practicum I	Basic Reading Basic Writing	CORI/SORI; co-requisite HUS101; major restrictions
HUS201	Group Dynamics	Basic Reading	Major restrictions
HUS202	Behavioral Management Principles & Techniques	Basic Reading Basic Writing	Major restrictions
HUS250	Seminar in Human Services		Major restrictions, Prerequisites: CIS101 & HUS101; Co-requisites: ENG102
HUS291	Human Services Practicum II	College Reading	CORI/SORI Prerequisite HUS190
PSY101	Introduction to Psychology	Basic Reading Basic Writing	
PSY207	Abnormal Psychology	College Reading	Prerequisite PSY101
	ELECTIVES: Science Electives Sociology Electives, Free Electives		

Commented [BM1]:

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

The curriculum is clearly organized in a progression from introductory coursework to more advanced coursework. A recommended sequence is designated in the academic course catalog and the Human Services Program, Page 7. <https://www.necc.mass.edu/wp-content/uploads/2010/06/Human-Services-Program-Manual-Section-I.pdf>

This section outlines the progression of proficiencies a student is required to attain for enrollment. For example, students with the minimal proficiency requirement of basic reading may enroll in the course HUS101, Introduction to Human Services, while students are required to meet the prerequisite and co-requisite requirements of English Comp II and a computer course for the capstone course HUS250, Seminar in Human Services.

The curriculum map also outlines the progression from introduction to reinforcement and to emphasis of key abilities over the sequence of coursework. (See Appendix 2).

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 obtained from a variety of sources. Faculty meet on a monthly basis throughout the academic year. Adjunct faculty maintain formal and informal contacts with the day faculty via face-to-face meetings, email, and telephone contacts. Adjunct faculty are also invited to attend all departmental meetings, retreats, if held, in summer, Practicum and Ethics seminars, TAPSS division meetings, take part in Assessment Day activities, Professional Day, Advisory Committee meetings, as well as all NECC sponsored meetings and activities.

Members of the Advisory Committee, many of whom are also employers of program graduates and possibly site directors/supervisors of program practicum sites, have been active in reviewing curriculum and provide feedback regarding the needs and trends of the current marketplace. The 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, veterans and many others. The program consistently incorporates multiple formal feedback mechanisms such as those from practicum supervisors and students (e.g. "refection papers" in the capstone and other courses) as well as more informal but insightful feedback.

The program benefits from periodic self-studies. The previous program review was completed in 2007-

8 and served as a model for this present work. The program is also accredited by the Council for Standards in Human Services Education (CSHSE) and has been since 1985. A self-study is completed every five years and a site visit is made by the CSHSE every ten years. We are presently preparing for a reaccreditation self-study and site visit to be completed in 2018. Both the Institutional Program

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Review and the above self-study serve as vehicles to gain important research and effective feedback in regards to the needs of students and entry level workers in the ever-changing environment of human services. The NECC department of Institutional Research and Planning is integral to this process and provides reports, data, and data interpretation that helps to clarify collected data and feedback.

There has also been a continuing effort to increase the number of articulation agreements that help to fuel our program. The process, which is collaboratively accomplished, in such efforts allows for a more objective critique and general feedback about our program. Since we have no other formal mechanisms in place to discuss this issue with four-year programs, our agreements with schools such as Merrimack College, Salem State University, Hesser College, et al., serve to keep NECC amongst the leaders in state community colleges who offer an Associates' Degree in Human Services with transfers to Bachelor's Programs.

On a national level the program also meets the nearly two dozen standards set by the Council for Standards in Human Services Education. This professional organization functions to review and recognize educational programs in the field of human services at the associate and baccalaureate degree levels. The program has been accredited by this organization since 1985 and is reaccredited every five years. We are currently readying for a self-study and site visit scheduled for early 2018. The program is also recognized by external licensing and credentialing organizations. Students who graduate from NECC with an Associate's Degree may apply for licensing within the Commonwealth of Massachusetts as a social work associate. Graduates are additionally eligible to apply for the credential of Certified Human Service Professional offered by the National Organization for Human Services.

D. How does the curriculum contribute to the student accomplishing the six institutional learning outcomes or Core Academic Skills: Written Communication, Public Presentation, Information Literacy, Quantitative Reasoning, Global awareness, and Science and Technology?

Please refer to the curriculum map using link below. All six institutional learning outcomes are defined below and are addressed in multiple courses, as detailed:

Written Communication

Students will develop and express ideas in writing with increasing complexity and sophistication.

Public Presentation

Students will develop and express ideas through public presentations with increasing complexity and sophistication.

Information Literacy

Students will learn to identify their information needs and use appropriate resources to find and communicate this information.

Quantitative Reasoning

Students will learn to interpret and manipulate quantitative information and apply concepts and skills to solve real-world problems.

Global Awareness

Students will develop an understanding of diverse cultures and use this knowledge to address global issues.

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Science & Technology

Students will learn to explain how science and technology influence each other and how both can be used to explore natural and human-created systems.

A listing of the specific courses that pertain to the Associates Degree program may be found at:

<http://facstaff.necc.mass.edu/wp-content/uploads/2015/03/Human-Services-rev-3-26-15.pdf>

Written Communication

Writing skills are introduced in HUS101, Introduction to Human Services which carries a minimal proficiency of Basic Reading. As students move through the coursework writing skills are continually reinforced and emphasized. For example: students must successfully complete English Composition II in order to graduate; and a comprehensive research paper is an important component of the capstone course, HUS250, Seminar in Human Services.

Written Communications skills are also featured in several of the Computer Sciences electives suggested for our students. For example CIS114 which concentrates on softer skills used in dealing with the public and CIS130 dealing with web development.

Public Presentation

There are opportunities for learning the beginning skills of Public Presentation, as well as more refined skills found later in the program. These are accessed in both requisite courses (HUS291, Human Services Practicum II, and HUS192, Human Services Practicum for Alcohol and Drug Abuse) and in elective courses (CIS114, CIS115, Information Security, CIS130, Web Development). There are presentations of case studies, oral reports regarding practicum sites and supervision, oral reflection assignments, and debates, all of which contribute to this intensive core skill).

Information Literacy

The above core skill is satisfied by HUS250, Seminar in Human Services, and the capstone course of the Associates Degree. Because of the assigned requirement of writing a comprehensive research paper there is an arranged library visit at which students are aided in their research studies by a Research Librarian who presents a 1-2 hour mini-seminar that explains where and how to identify, properly use, and cite sources, as well as how to avoid plagiarism and provide helpful tips on appropriate college level research projects.

There are also several Computer Science Electives that provide information and learning around how to find, use, and protect information. CIS140, Introduction to Computer Science and CIS141 Computer Science I both help students to understand the important aspects of our ever-changing techno-world.

Quantitative Reasoning

In order to graduate with an Associate's Degree in Human Services student must complete BIO111, Introduction to Biology I. Here they learn the importance of measuring and verifying information as well as how to plot and interpret its importance. This core skills aids in understanding how evidencedbased practices are used in applying concepts and skills used in everyday life.

Global Awareness

Coursework involving studies in Global Awareness are integral to understanding how the various fields of human services fit into the bigger picture posed by this ever-growing world. The Associate's Degree program in Human Services uses an array of possible electives that qualify as providing such Global Awareness. From data management and web development in computer skills to courses in Anthropology, History, Government, Literature, and Foreign Language...our students have ample opportunity to learn about how our world is becoming ever more technologically, politically, and socially complicated. In order to work in our field it is important to see how it fits into the greater world around us. Please see the Human Services curriculum map at the link below for a more detailed list of our Global Awareness core intensive offerings.

<http://facstaff.necc.mass.edu/wp-content/uploads/2015/03/Human-Services-rev-3-26-15.pdf>

Science & Technology

BIO101 and 102 Human Biology and accompanying lab are necessary for both graduation and for transferring students in the Human Services program. BIO111, Introduction to Biology is also a required course. The coupling of science and technology is important to every field going forward and the above sciences courses blend with the Computer Science coursework available in several Computer Science electives, such as CIS110, Computer Applications and CIS141, Computer Science I.

E. How does the curriculum contribute to the student accomplishing program specific learning outcomes, as detailed in the program's Curriculum Map in Appendix 5?

As demonstrated in the curriculum map, it is clear that courses repeatedly address the designated outcomes.

SECTION IV SUMMARY:

Strengths related to Curriculum:

In reconsidering and reorganizing Student Learning Outcomes (SLOs) we have realized that simpler and more transparent procedures, measurements, and analysis are necessary. We have isolated three important Program Learning Objectives (PLOs) to consider in assessing the efficacy and accessibility of our program curriculum. This in itself is a curriculum strength as it simplifies but does not degrade the scope of learning, forms a less complicated language around SLOs, and will allow all faculty (both full and part-time) to move toward a unified outcome thus maintaining a sense of common purpose and still ensuring individual creativity via academic freedom. The Program Learning Objectives (I-III) are below along with new Student Learning Outcomes to be measured by several suggested assessment methods which are presently under study and consideration by faculty.

Program Learning Objectives I-III & Student Learning Outcomes #1-6

I-Program graduates will be able to demonstrate a wide range of well-developed **helping skills**, techniques, and approaches consistent with national skills standard as outlined by Council for Standards in Human Services Education (CSHSE).

Student Learning Outcome #1: Program graduates will be able to apply a range of techniques that help clients to form goals.

Student Learning Outcome #2: Program graduates will be able to apply a range of techniques to develop treatment plans.

Student Learning Outcome #3: Program graduates will be able to demonstrate skills to facilitate groups.

II-Program graduates will be able to demonstrate a **broad knowledge** of historical, traditional, and updated evidenced-based practices.

Student Learning Outcome #4: Program graduates will be able to demonstrate knowledge of theories of human development including psychoanalytical, humanistic, and cognitive-behavioral.

Student Learning Outcome #5: Program graduates will be able to describe the history and evolution of human services, as well as contemporary trends.

III-Program graduates will be able to assess the general health and welfare of clients, families, and communities **guided by the ethical standards** set forth by the Council for Standards in Human Services Education (CSHSE).

Student Learning Outcome #6: Program graduates will be able demonstrate knowledge of key ethical practices including, but not limited to confidentiality, informed consent, and cultural awareness.

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A second strength in this curriculum is found in the feedback we receive each semester from our Practicum Site Supervisors. Many comment favorably on the advanced learning skills, including knowledge-based, techniques and approaches, and ethical savvy that our students bring to their respective practicum experiences. From this information given in both verbal and written form (as each practicum supervisor meets with each student's practicum classroom instructor and submits an evaluation of student progress and skills-level during the practicum experience) we deduce that students are learning how to relate to and learn about this highly professional field and take that learning to an applicative level at their practicum sites.

Challenges or Areas for Improvement related to Curriculum:

Among the challenges that face our program is the relative inflexibility posed by small numbers in certain semesters. Due to several reasons already cited in this Program Review {class sizes, lack of consistent enrollment, a more complicated admissions process (need for personal interview, Info Session, CORI)...} we sometimes have to delay students from advancing more rapidly through our curriculum. This is a procedural challenge that directly effects the delivery of our curriculum in a consistent, timely fashion. The smaller numbers mean that we often cannot fill courses in the evening and so we are not able to offer a full course load to the Lawrence campus. The smaller numbers also mean that we cannot always accommodate overloads in course sizes and so a number of our courses which can only fit 15-18 students means that we often have to refuse or wait-list students. This is especially common at the moment in the Practicums. When we have any restricted access to curriculum then it takes longer for students to graduate on time, and some get frustrated enough to withdraw or seek courses elsewhere.

Finally, we do not offer any HUS core courses online or as hybrids. We also do not allow students in the program to register for courses using the online method. This may discourage some students from choosing Human Services as a major.

Recommendations for actions needed to be taken to deal with Challenges or Areas for Improvement:

1-Install more Information Sessions and upgrade the ability to respond to student requests for interviews in a more timely and consistent fashion by making both the Staff Associate and Program Coordinator more available. This will affect curriculum by allowing students access earlier-on. This has already been instituted without extra cost this past summer.

2-Consider the development of some basics of the course work to be delivered online or as hybrid choices. Prime candidates for such treatment may be: HUS101 Intro to Human Services; HUS170 Modalities of Treatment; HUS202 Behavioral Management Principles and Techniques all as possibly completely online; and Practicums as hybrids.

SECTION V: PROGRAM RESOURCES - FACULTY

NEASC Standard 5.2: The preparation and qualifications of all faculty are appropriate to the field and level of their assignments. Qualifications are measured by advanced degrees held, evidence of scholarship, advanced study, creative activities, teaching abilities, and relevant professional experience, training, and credentials.

NOTE: IF YOUR PROGRAM HAS EXTERNAL ACCREDITATION, APPROVAL, OR CERTIFICATION, please respond below only to those areas not addressed in the external report.

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 3.)

The program enjoys two full-time faculty, including the Program Coordinator who receives reassigned time to fulfill other assigned tasks and responsibilities including both internal and external self-studies for program review and ongoing reaccreditation, as well as recruitment. There is one other full-time faculty who splits time between human services and another department which has the effect of making availability inconsistent. All other faculty are adjunct (DCE) instructors. There has been a Staff Associate added in the last few years and that makes much of the work, especially for the Program

Coordinator, less stressful, and allows more time for other necessary assigned tasks. The Program Associate facilitates most of the Info Sessions for incoming and General-Education students seeking acceptance to the program. This person also places and develops practicum sites for students. The task of finding and developing practicum sites is a difficult and time-consuming one, but it has been of great benefit to the program and students.

One of the most difficult tasks for full-time faculty is advising. This is an intensive chore expected of full-time faculty. It is time sensitive and our students are often very needy due to a myriad of life issues faced by a cohort of mostly adult who have families and are usually working either full or part time. Such issues makes for complicated advising sessions that can require an unusual amount of time and effort. Full-time faculty have many responsibilities and must juggle what might be free time in order to serve this group of students and still have time for regular office hours to help students in need of extra help regarding classroom work.

Faculty also devote a lot of time to recruitment and marketing as the program does draw from a more mature group of students. There has been a long-standing tradition of reaching out to graduating high school students, but that is not an effective strategy for human services students because of the age make-up of our “average” new student. This takes time and effort. The present Program Coordinator spent a lot of time in the community at meetings and events in an effort to get the word on this program out to agencies and potentially interested people. All of these issues have been alleviated in some respects due to the addition of the Staff Associate who has managed to take a large part of that load off of the full-time faculty.

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 3.)

See “Faculty Resources Folder-Chart D”

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

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There has been a decreasing enrollment in this program that has aligned with the general decreases in enrollment at the school, across the state's community colleges, and nationwide trending toward lower enrollment. This has resulted in a decrease of courses taught by part-time, adjunct faculty and an inverse relationship that correlates as full time faculty has also increased its role in the number of credit hours instructed. One of the advantages of this faculty time trend has been that students receive a richer, more invested experience simply because full-time faculty have regular office hours and availability to help guide, give extra help, and a presence. Secondly, full time faculty have a clearer understanding of the Student and Institutional Learning Outcomes and so are able to be more consistent with syllabi, assignments, assessments, and overall concert of program mission to college mission. This consistency is NOT a complaint or meant to demean DCE faculty, who do a terrific job and are vigilant and dedicated to our students. It is only because full-time faculty meet regularly as a cohort and discuss methodology and student progress thus allowing full-timers to be more aware and cohesive as a program unit.

Too much exposure to a small cohort of full-time instructors can serve to limit student insights, whereas DCE enrich the experience by introducing different perspectives, input, and teaching methods.

However, because of this there has been a continuing attempt and open invitation for DCE faculty to come to department meetings and be privy to the nuts and bolts aspects of this program. Also, last summer, August 2016, there was a 4-hour gathering of both full-time and part-time faculty that was organized and hosted by this writer. That meeting served to focus everyone to the task of Re-Accreditation with the Counsel for Standards for Human Services Educators that is taking place later in 2017-8. It also allowed some insights into this program review and helped with input by faculty and expertise in thinking about standards, learning outcomes, and Assessment Day activities during the last AY.

The loss of enrollment has had a difficult effect on the number of courses we run each semester and this contributes to a lack of time and courses for our very qualified DCE faculty—which may in time diminish those ranks and we may lose some very valuable resources in that event.

D. For each faculty member, document their credentials and professional activities. (See the copies of Chart 6 in Appendix 3 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.

See Faculty Resources Folder-Faculty Credentials Folder

The Faculty, both full and part-time, is the heart and soul of this Department. There's over 1.5 centuries of cumulative clinical experience, as well as an ever-increasing well of teaching experience that works fervently to provide the latest, most comprehensive and appropriate knowledge-based, clinical, and ethical curriculum to our students. This work extends beyond the classrooms and into the community. There are always guest speakers, both expert and motivational that are invited to visit our classes and lend their own professional and personal experiences that augments and complements our curriculum

SECTION V SUMMARY:

Strengths related to Program Resources - Faculty:

1-Many years of clinical and teaching experience that goes beyond the curriculum.

2-An ability and willingness to teach and provide clinical experiences that are supplements to the curriculum by inviting speakers to our classrooms (both professional and consumers) who lend us great insight to the delivery of human services in the community.

3-Inventive and innovative pieces such as the “game: BAFA-BAFA which is a student-faculty effort done each semester in accordance with Jane Gagliardi’s HUS250 Seminar Capstone Course. This event invites several faculty and non-faculty employees at NECC to take part in an exercise that teaches us all about the importance of respecting and honoring diversity and cultural competence.

4-DCE faculty also step up to help out, even in last-minute situations to fill in courses that are not covered, or when other faculty are ill or unable to perform those duties.

5-Through a number of long-held relationships built from years of experience our faculty involves many community agencies to take our Practicum students into their sites, guide, nurture, and instruct them as to the hands-on aspects of working in this field.

6-A willingness to go above and beyond the curriculum by operating events such as seminars on Practicum Experiences, Ethics and Human Services, Domestic Violence Prevention and more.

Challenges or Areas for Improvement related to Program Resources - Faculty:

In this time of decreasing enrollment it is becoming increasingly difficult to continue to hire, nurture, and reap the rewards of employing Adjunct Faculty. There are adequate full-time faculty to cover but we may lose a lot of experienced and revered part-time faculty in the process

The above also seeps in the cancellation of courses we can legitimately operate in each semester. Fewer choices produces some difficult situations for many of our students as they, at times, cannot adjust their schedules or other family and work responsibilities to accommodate the shrinking course schedule. This may mean a further loss of students, due to stops and a hesitancy to be readmitted in fear of not completing in a timely fashion.

There is also an imminent issue with restocking the faculty for this department. We have a potential for at least one full time faculty a key for this group, to retire in the next calendar year. This will weaken our strength because of the tremendous amount of experience and expertise, as well as support that is person supplies to others in the department and the division.

Recommendations for actions needed to be taken to deal with Challenges or Areas for Improvement:

Unfortunately there is no easy fix to this issue. We take part in enrollment and recruitment initiatives but so far we have had only very limited success at increasing either enrollment or retention.

We also initiate our own campaigns to enroll and retain. Improvements have been made to our criteria for admission and an attempt to streamline and fast-track students into the program. We changed our Info Sessions to be both traditionally done at both Lawrence and Haverhill, and also put the video for that session online so that we can assign the link, complete the interview and get students into our program in a timelier manner.

We reached out to the First Year Seminar last fall semester to try and personally inform and invite students into our programs, but this didn't seem to produce a lot of fruit—yet seemed a good idea to continue to pursue.

Continue to build onto existing events, seminars, and community activities in an attempt to further interest students.

Continue to gather info on Gen-Ed Human Services Students in order to make contact several times during each semester in an attempt to get them involved in human services as a choice of profession.

Continue to build on and work with adjunct faculty who may be able to replace the void of the imminent retirement of full-time faculty. Work with the TAPSS Dean to keep this issue prominent in our future discussions and plans.

SECTION VI: PROGRAM RESOURCES – CLASSROOMS AND LABORATORIES, INSTRUCTIONAL TECHNOLOGY, LIBRARY/ LEARNING, AND FINANCIAL

NEASC Standard 4.3...The institution provides sufficient resources to sustain and improve its academic programs.

NEASC Standard 4.6: The institution ensures that students use information resources and information technology as an integral part of their education. The institution provides appropriate orientation and training for use of these resources, as well as instruction and support in information literacy and information technology appropriate to the degree level and field of study.

NEASC Standard 7.7: Through ownership or guaranteed access, the institution makes available the library and information resources necessary for the fulfillment of its mission and purposes. These resources are sufficient in quality, level, diversity, quantity, and currency to support and enrich the institution's academic offerings...

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NEASC Standard 8.2: Classrooms and other facilities are appropriately equipped and adequate in capacity. Classrooms and other teaching spaces support teaching methods appropriate to the discipline. Students and faculty have access to appropriate physical, technological, and educational resources to support teaching and learning.

NOTE: IF YOUR PROGRAM HAS EXTERNAL ACCREDITATION, APPROVAL, OR CERTIFICATION, please respond below only to those areas not addressed in the external report.

A. Discuss whether the program has classrooms and laboratories of sufficient quality and quantity to provide an environment conducive to effective teaching and learning.

There are no “clinically friendly” classrooms or laboratory. The rooms are occupied by large tables that take up too much space and make collaboration with peers and instructor difficult to do.

B. 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.

A few years ago there was a video recorder purchased and made available but was never used to fullest capacity, and there was a lack of expertise in addressing the set-up, operation, and maintenance of such equipment. There were some videos also circulating but they couldn’t be converted to DVDs due to difficulties with copyright laws and expense.

These issues are not particularly debilitating to the program since there are very good and well maintained in-class technology items that provide a way to show instructional You Tube or other videos that can be helpful and instructive to students. There is also the Kaltura function on the Blackboard that can be used to address student needs.

C. 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.

There are Library facilities on both the Haverhill and Lawrence campuses and both are very active, professional, and supportive of student learning. Several sections of classes in HUS go each year to learn about sourcing and documenting for research papers and other assignments. The staff is always willing to help find or send for documents and other resources that are key to student success.

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

It would be rare that any program would say that they have adequate funding. But since this is a small program we do actually have adequate resources to operate the curriculum, advise, and cover other duties of the job

SECTION VI SUMMARY:

Strengths related to Program Resources – Classrooms and Laboratories, Instructional Technology, Library/ Learning, Financial

The classrooms are being renovated for a return to Haverhill in FA17 and this will improve conditions for the students who use that facility (Spurk Building C).

This department has been turning very good beginner counselors and community advocates and will continue to do so. The facilities and ancillary services are good enough so that we can provide knowledge and expertise to our human services majors.

Challenges or Areas for Improvement related to Program Resources - Classrooms and Laboratories, Instructional Technology, Library/ Learning, Financial

Lack of resources does not block the successes of our students, but increasing or even maintaining present levels would only enhance their opportunities and ability to enter the field quicker and more confidently. Technology is ever-growing and we see that Info Technology especially has ways to improve and expand upon the many positive qualities of our faculty and will continue to do so.

Recommendations for actions needed to be taken to deal with Challenges or Areas for Improvement:

None at present time

SECTION VII: STUDENTS

NOTE: IF YOUR PROGRAM HAS EXTERNAL ACCREDITATION, APPROVAL, OR CERTIFICATION, please respond below only to those areas not addressed in the external report.

IF THE PROGRAM HAS DATA FROM A PREVIOUS REVIEW OR REPORT, COMPARE WITH CURRENT DATA, AND DISCUSS ANY CHANGES.

A. Analyze and discuss the data in Chart 1, included in Appendix 2, which relates to student demand for the program.

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Over the 9 year period from 2007-2016 there has been a precipitous drop in applications for acceptance into the Human Services Associates Program. There were 87 applications in 2006-7 but only 10 in 2015-16. There may be a number of reasons for this to have happened: the economy nationwide was in the midst of a recession in 2007, which traditionally results in losses of jobs and benefits and an increase in citizens who opt to go back to school for specialized training as well as changes in careers. However, the last three years has seen a recovery from that economy and in turn a new focal point of interest away from education for many as they have opted to work. Human Services has grown at rates faster than other careers and many of our prospective candidates who enter into a degree program as a way of advancing may have simply taken advantage of work opportunities and so worked and were promoted from within, thus in some manner negating the value of a degree, in the shorter run. This is compounded because so many of our students are adults who have family first to take care of and so diminishes both time and resources to attend school.

We have also seen a drop in high school graduating classes which adds to this drop in demand, although given our student average age is far beyond high school years, this may not be an important factor in the decrease in demand. Added to this issue however, is the fact that human services is traditionally a lower paying career at almost every level and so many younger students choose business and technology careers over in human services. As the writer attended 15 First Year Seminar Classes in the fall semester of 2016, I attempted to recruit students, many of whom were decidedly younger than our average student in human services, I realized that most of those younger students did not want to choose a career that was low paying at entry level.

Finally, I am not certain what is the resulting effect of moving the human services program to Lawrence Riverwalk for a year, but anecdotally I spoke to many students who mentioned that as a reason to sit out a semester or take non-HUS designated courses to take other required Associates Degree in Human Services and wait for our move back to Haverhill to register in our courses again.

B. Analyze and discuss student program completion and transfer, referring to Chart 2 in Appendix 2.

The graduate number has grown slightly from 19 to 34 and then 35 from AY2013-4 to AY2015-6. In that same period transfers prior to graduation has dropped from 29 to 16 to 6. This may be due to the cost of 4 year schools as opposed to NECC; and the slower rate at which many of our students engage courses toward graduation and transfer. Many of our students take 7 or more calendar years to graduate with the Associates degree. Another issue is financial aid and owing money from semester to semester. As I called and contacted unregistered students last summer (2016) I spoke to many students who wanted to come back or re-enroll but could not due to financial constraints, including being in financial suspension from NECC (many times for \$500 or less)

C. Analyze and describe the demographic characteristics of students enrolled in program, referring to Chart 3 in Appendix 2.

There has been a steady increase in Minority Enrollment over the past three years. We are now at 52% most of which are Hispanic Females since they are well suited to work in this field; and due to the obvious need for talented, invested, bi-lingual human services employees. Many have commented in classrooms and in person during interviews and claimed that they are choosing human services because either they personally or their families had received help and they wanted to give back that

D. Describe the program policies, procedures, and practices that are in place related to student retention. Discuss how they are implemented. Comment on their effectiveness. 1-Follow link below to Pages 29-32 of Program Manual outlining policy and procedures effecting student retention.

<https://www.necc.mass.edu/wp-content/uploads/2010/06/Human-Services-Program-Manual-Section-II.pdf>

2-There is a school-wide initiative underway to create a policy and procedure for retention of students. The present Coordinator for Human Services is a working member of that Dashboard Enrollment Team and taking active part in the policies and procedures that will be produced over the next Academic Master Plan.

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?

School-wide that is the case with male Hispanics, but in human services we have a lower rate of attrition. Surveys and feedback done during both the Practicum Classes and HUS250 Seminar seem to support that human services students as a group stay involved in the program. However, this is anecdotal information and the completion rates were not broken down by that demographic.

SECTION VII SUMMARY:

Strengths related to Students:

Our students are the reason we do this work, and human services majors are particularly mature, and committed to making their field and communities and their citizens safer, more comfortable, and viable. Through education and practicums they are well positioned at graduation to enter, or continue in this field, or to seek 4-year programs and beyond to acquire degrees, certificates, and jobs that will ensure that the present and next generation are better off than those that preceded them.

Our students are strengths because they understand the need for knowledge, skills, and ethics required to be in the field of human services. They leave NECC with a fund of information garnered from courses, discussions, debates, and experiences both in and out of classrooms. They practice their skills in class, in practicums, and in the community at large. And they observe and honor the need to work

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within the framework of ethical practices. These things are values and skills that are continually taught and modeled by our faculty et al. at NECC and the Human Services Department.

Challenges or Areas for Improvement related to Students:

One of the most difficult chores of this department is to initiate and maintain relationships with all students in our programs. Individual instructors have a lot to do with both engagement and retention of our students. However, we fall short of effectively building and nurturing strong cohorts within this population.

Recommendations for actions needed to be taken to deal with Challenges or Areas for Improvement:

Continue to try and enhance opportunities to mix and make cohorts

New Meta-Major ISE may have a lot of energy and structure to make this happen

SECTION VIII: CONTENT EXPERTS

NEASC Standard 4.9: ...The evaluation of existing programs includes an external perspective and assessment of their effectiveness...

NOTE: IF YOUR PROGRAM HAS EXTERNAL ACCREDITATION, APPROVAL, OR CERTIFICATION, please respond below only to those areas not addressed in the external report.

A. Does the program have an Advisory Committee?

Yes ☒ No ☐

IF NO, skip to B.

IF YES, please complete items 1 through 5 below.

1. Insert the roster of Advisory Committee members.

See Advisory Committee Folder-Advisory Committee Roster

2. 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.

Scheduled Meetings: Mar. 3, 2014; Oct. 1, 2014; Feb. 23, 2015; **Oct. 20, 2015**; Feb. 29, 2016; Oct. 17, 2016; April 24, 2017

NOTE: Oct. 20, 2015 was cancelled due to the decision to host a school-wide summit of all the Advisory Committees which was held in TC103 and attended by a quorum of our members.

3. Insert copies of the Advisory Committee minutes for the past three years. **(See Appendix 4.)**

See Advisory Committee Folder-Meeting Minutes

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

The Advisory Committee is representative of a range of human services professions, programs, modalities, philosophies and rich in experience in many clinical and administrative agendas. It includes leaders in Mental Health, Child Protection and Care, Criminal Justice, Substance Abuse Treatment, Independent Living for consumers living with disabilities, Education, and Veterans.

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

We are fortunate to have a diverse group of treatment and other professionals who support and contribute to the spirit and applications of our programs. They are representative of clinical, administrative, rehabilitation, and protective services. They serve in a varied number of positions and are privy to the trends and changes that take place in the field of human services. This group provides us with a unique perspective of the field, since teaching is sometimes a bit sheltered from the day-to-day activities and nuances that mark the swiftness and subtleties of change in the field. Because of this we rely in part on feedback and encouragement from this dedicated group of professionals to help us choose priorities and implement changes in curriculum to address those priorities.

NOW GO TO QUESTION 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 C.

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

Yes _____ No x

IF NO, skip to Section IX.

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

SECTION VIII SUMMARY:

Strengths related to Content Experts:

NA

Challenges or Areas for Improvement related to Content Experts:

NA

Recommendations for actions needed to be taken to deal with Challenges or Areas for Improvement:

NA

SECTION IX: PROGRAM LEARNING OUTCOMES AND ASSESSMENT

NEASC Standard 4.4: The institution publishes the learning goals and requirements for each program. Such goals include the knowledge, intellectual and academic skills, and methods of inquiry to be acquired. In addition, if relevant to the program, goals include creative abilities and values to be developed and specific career-preparation practices to be mastered.

NEASC Standard 4.44: The institution implements and supports a systematic and broad-based approach to the assessment of student learning focused on educational improvement through understanding what and how students are learning through their academic program... this approach is based on a clear statement of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program.

NEASC Standard 4.48: The institution's system of periodic review of academic programs includes a focus on understanding what and how students learn as a result of the program.

NOTE: IF YOUR PROGRAM HAS EXTERNAL ACCREDITATION, APPROVAL, OR CERTIFICATION, please respond below only to those areas not addressed in the external report.

A. Develop, or review if previously developed, the program's learning outcomes. Display in a Curriculum Map to be included in Appendix 5.

There has been a new initiative prompted by this Program Review, Assessment Day activities and other inter-departmental meetings to simplify and integrate both Program Objectives and Student Learning Objectives. See Appendix 5 for a map of the new assessment plans

B. If the program outcomes are newly developed, discuss plan to assess these outcomes in the coming year in an Assessment Map, to be included in Appendix 5.

Preliminary plans have been laid out in Appendix 5 and in Assessments Info Folder.

If program outcomes had previously been developed, discuss plans for assessment going forward. Include information in a new or revised Assessment Map, to be included in Appendix 5.

C. If assessment activities related to the learning outcomes have already taken place, summarize what was learned from these activities, what action plans were developed as a result of the assessment findings, what actions have been implemented, and what the results of these implementations have been.

See Assessment Info Folder in Appendix 5 in Appendices Folder

SECTION IX SUMMARY:

Strengths related to Program Learning Outcomes and Assessment:

Simplification and improved clarity is the ongoing goal. Assessment Day has been very helpful in clarifying and unifying faculty toward these ends Retreat during summer was helpful in gathering some full-time and DCE faculty to meet and consider how we move forward as a group.

Challenges or Areas for Improvement related to Program Learning Outcomes and Assessment:

Completion is difficult due to time constraints and the difficulty in gathering a quorum of faculty to discuss and write the objectives and learning outcomes

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Recommendations for actions needed to be taken to deal with Challenges or Areas for Improvement:

Plan for more time in both department meetings and for Assessment Day in an attempt to move this process along a bit more quickly than has been the case this AY.

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SECTION X: PROGRAM LINKAGES, EXTERNAL AGREEMENTS, AND AFFILIATIONS _____

NOTE: IF YOUR PROGRAM HAS EXTERNAL ACCREDITATION, APPROVAL, OR CERTIFICATION, please respond below only to those areas not addressed in the external report.

A. Describe any linkages, activities or agreements with area high schools.

NA

B. Describe any linkages, activities or agreements with four-year colleges.

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Information about Transfer Agreements may be found by following the link below.
<http://www.necc.mass.edu/academics/support-services/transfer/transfer-agreements/>

C. Describe any linkages, activities or agreements with business and industry, including clinical sites, internships, practicums, service learning, and volunteer work.

1-Information about agreements with practicum sites can be found by following the link below and clicking on the latest version of the Human Services Program Manual

<http://www.necc.mass.edu/academics/courses-programs/areas/human-services/currentstudents-faculty/>

2-Further information about agreements may be found by accessing the Agreements and Memorandum of Understanding Folder.

SECTION X SUMMARY:

Strengths related to Program Linkages, External Agreements, and Affiliations:

External Agreements with Practicum Sites has been a particular strength as evidenced by the strong anecdotal info we receive from site directors and site personnel, as well as our student interns. It is obvious that there is a strong and educative connection between the classroom and field experiences.

Our Advisory Committee is vital to provide feedback and suggested guidance going forward.

Challenges or Areas for Improvement related to Program Linkages, External Agreements, and Affiliations:

There is a lot of time consuming effort involved in obtaining working agreements and risk management issues when dealing with agencies, hospitals, and other free-standing clinics and residential programs. This is usually handled by our Staff Associate, Donna Johnson, LICSW who does a marvelous and diligent job of locating and connecting with both in place and future sites who welcome and instruct our students.

Recommendations for actions needed to be taken to deal with Challenges or Areas for Improvement:

NA

SECTION XI: GRADUATE EMPLOYMENT _____

NOTE: IF YOUR PROGRAM HAS EXTERNAL ACCREDITATION, APPROVAL, OR CERTIFICATION, please respond below only to those areas not addressed in the external report.

IF PRIMARILY A TRANSFER PROGRAM, SKIP TO SECTION XII.

COMPLETE THIS SECTION ONLY IF THE PROGRAM IS A CERTIFICATE PROGRAM, OR AN ASSOCIATE'S DEGREE CAREER PROGRAM.

TO ADDRESS THIS SECTION, USE THE INFORMATION IN THE OCCUPATION PROFILE REPORT PROVIDED TO YOU, AS WELL AS FROM ANY OTHER EMPLOYMENT PROJECTION REPORTS OR SOURCES AVAILABLE TO YOU.

A. Provide information with respect to the job placements of recent program graduates. Indicate the source(s) of this information.

1-See links to Department of Labor Info on human services opportunities 2014-24

<http://www.bls.gov/OOH/community-and-social-service/substance-abuse-and-behavioral-disorder-counselors.htm>

Bureau Labor Statistics-Substance Abuse Counselors

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<http://www.bls.gov/OOH/community-and-social-service/mental-health-counselors-and-marriage-and-familytherapists.htm>

Bureau Labor Statistics-Mental Health Counselors

2-See Appendix-6 Graduate Employment Info

B. Provide information with respect to employer satisfaction with program graduates. Indicate the source(s) of this information.

See Folder on Practicum and Employment Feedback-Appendix 6-Student Employer Feedback
Above document is recent, anecdotal feedback from employed students and their supervisors

C. Referring to the *Occupation Profile Report* provided to you (see Appendix 6), and any other sources of employment projections which you may have, discuss future employment prospects for graduates of your program.

See info from links above

SECTION XI SUMMARY:

Strengths related to Graduate Employment:

See-Appendix 6 for 3 year survey of graduates' employment data

The data from the above Appendix #6 indicates some interesting trends that provide us with both certainty and hope toward the future:

- 1-Of those graduates reporting to the survey 70% are employed either full or part time, and of that number more than 8-% are employed in the field of human services.
- 2-Of those employed in the field the average income seems to be around \$36-37K and for only having thus far, and Associate Degree that is above the national average.
- 3-As compared to non-human services employed graduates the above figure stands close to \$10K more income per year or about \$27K.
- 4-62% of our reporting graduates are in school attempting to advance their educational credentials and more than 70% of that group is engaged in a 4-year school working on related Human Services degrees.
- 5-It is noteworthy to find that nearly one-third of our graduates in the survey are under 24 years old. In a time when many young people are derided for being selfish and only "money or notoriety-seeking" it is encouraging to know that many of this age are committing themselves to the helping of the less fortunate in our society.
- 6-Nearly 38% of our graduates in the survey are self-identified as members of minority populations, and given the need in our communities this is very appropriate and we feel that by educating and graduating our students we also directly help the communities of the Merrimack Valley.

Challenges or Areas for Improvement related to Graduate Employment:

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From the challenges point of view there are not many things that are directly in our control in regards to graduating students and employment. Much of what they face is dictated by our fluctuating economy, the whims of both state and national governments to fund or not fund agencies that employ our graduates, and the strains brought about by payers (insurers) who demand that agencies continue to do more to earn less. Hopefully, we can continue to help our students realize their goals of graduating and going on to Bachelor and Masters level degrees which will earn them the ability to be licensed and credentialed in their human services field of choice and continue to be beacons of hope and comfort for their constituents.

Recommendations for actions needed to be taken to deal with Challenges or Areas for Improvement:

- 1-Continue to challenge students with high academic standards that will eventually earn them positions and salaries that are in line with the societal norms.
- 2-Continue to encourage and motivate our students to aim for higher educational goals in order to attain a good living as well as to keep helping their communities to meet the rigors of today's issues.
- 3-Continue to build relationships with practicum sites and grow their numbers to provide our students with opportunities going forward.

SECTION XII: PROGRAM DASHBOARD

TO COMPLETE THIS TABLE, USE THE INFORMATION CONTAINED IN THIS REVIEW OR THE PROGRAM'S EXTERNAL REPORT (ACCREDITATION, APPROVAL, OR CERTIFICATION).

ITEM	TOPIC	SOURCE	TIME PERIODS		
			YR 1 (AY 13-14)	YR 2 (AY 14-15)	YR 3 (AY 15-16)
A	Number of program majors	Chart 1	118	126	107
B	Number of program graduates	Chart 2	19	34	35
C	Percentage of females enrolled (Only if at least 10 enrollees)	Chart 3	42%	51%	54%
D	Percentage of minority enrollees (Only if at least 10 enrollees)	Chart 3	42%	51%	52%
E	Number of FTE faculty	Chart 5a	Spring 2015	Fall 2016	Spring 2016
				2.5	2.5
F	Number of program-specific courses	Table 1	YR 1 (AY 15-16)		
			8		
G	Enrollment in program-specific courses – Majors (M)/ Non-majors (N)	Table 1	YR 1 (AY 12-13)		
	1	NA	NA		
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
H	Linkages, activities or agreements with area high schools (Y or N). (Section X)				N
I	Linkages, activities or agreements with four-year colleges? (Y or N). (Section X)				Y
J	Linkages, activities or agreements with business and industry (Y or N). (Section X)				Y

SECTION XIII: SUMMARY – PROGRAM STRENGTHS

A. List and describe the program’s major strengths, as detailed at the end of each section of this review, or in the program’s external report (accreditation, approval, or certification).

SECTION	AREA OF STRENGTH
I	Per the last re-accreditation from CSHSE (2013): progressive, proactive approach with students, detailed policies, Program Manual online, Info Video (now online). Practicums, Ethics focus, community work and affiliations, high quality faculty, well developed curriculum
II	Faculty knowledge, clinical experience, personal communication with students. Upgrades and streamlining admissions, Advisory Committee, Practicum supervisors as mentors and expert feedback to students and faculty. Work of Staff Associate to arrange and facilitate practicum sites and supervisors.
III	Program Manual, Info Sessions (now online also); Inclusive admissions policy, a bit more streamlined; manageable class size and good completion rate; affiliations and accredited program,; diverse practicum sites; professional concentration on ethics
IV	Reorganization of Program Objectives and Student Learning Outcomes; Link of theory to applicative practice as explained to use by practicum supervisors and/or employers of our students
V	Rich clinical experience brought by all faculty; speakers from community; innovation and creativity; DCE faculty enthusiasm and energy; relationships built over time with practicum supervisors (many become DCE faculty); seminars in Ethics, Practicum Experiences, and other areas of interest bring extra knowledge and insights for students
VI	Renovation and improvements to academic spaces; program is producing a very effective group of beginning counselors and advocates.
VII	Students are generally work ready and able to showcase our successes at getting them so; faculty encourages contact and communication

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VIII	NA
IX	Simplification and improved clarity is the ongoing goal. Assessment Day has been very helpful in clarifying and unifying faculty toward these ends Retreat during summer was helpful in gathering some full-time and DCE faculty to meet and consider how we move forward as a group.
X	External Agreements with Practicum Sites has been a particular strength as evidenced by the strong anecdotal info we receive from site directors and site personnel, as well as our student interns. It is obvious that there is a strong and educative connection between the classroom and field experiences. Our Advisory Committee is vital to provide feedback and suggested guidance going forward.
XI	Many students are able to enter into the human services field through their Practicum sites.-Anecdotal Info in Folder but survey is also in process.
XII	Curriculum is strong and up-to-date as evidenced by feedback from practicum and employer supervisors. Enrollment is down, but retention is above school wide numbers

SECTION XIV: SUMMARY – PROGRAM CHALLENGES AND AREAS FOR IMPROVEMENT – ACTION PLANS

A. List and describe the program’s major challenges and areas for improvement detailed at the end of each section of this review, or. For each challenge, describe the action recommendation, as well as the individuals responsible for implementation.

SECTION	CHALLENGE - AREA FOR IMPROVEMENT	ACTION RECOMMENDATION INDIVIDUAL(S) RESPONSIBLE
I	No programmatic challenges cited by CSHSE	NA
II	Enrollment and retention; Stigma of working in lowpay entry jobs is detriment to engaging students; Pace of student movement through courses to degree or certificate is very slow and often due to necessity of Developmental Courses to qualify for entry into HUS	Much of this is out of our control. However the Dashboard Enrollment Team, which Coordinator is a mem is working on some ideas to improv both recruitment and retention.

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	coursework; Shrinking practicum sites due to shrinking nature of funds and opportunities due to economics, politics, and regulatory restrictions.	Perhaps some fusion courses or Learning Community opportunities and expansion may help relieve some of the slow pace for students.
III	Advisory Committee lacked balance; space and technical assistance is inadequate; no online course offerings in core curriculum	Advisory Committee has added several non-substance abuse clinicians and representatives; online courses are in discussions but not yet to fruition
IV	Small numbers often lead to class cancellations and this disrupts flow of students to degree completion; no online or weekend courses offered.	Recruitment and Retention improvements are in motion NECCwide; online and/or weekend course will be a reality in the future.
V	Poor enrollments and retention mean fewer experiences and opportunities for DCE to flourish and grow; possible retirements will take away a lot of experience and knowledge that will be difficult to replace.	As above
VI	NA	
VII	Close communication is difficult and often unwieldy due to ratio of students to full-time faculty.	Integrated Student Experience as part of new AMP may supply Meta-Major physical areas where students and faculty can meet and learn together.
VIII	NA	
IX	Completion is difficult due to time constraints and the difficulty in gathering a quorum of faculty to discuss and write the objectives and learning outcomes	Plan for more time in both department meetings and for Assessment Day in an attempt to move this process along a bit more quickly than has been the case this AY.
X	There is a lot of time consuming effort involved in obtaining working agreements and risk management issues when dealing with agencies, hospitals, and other free-standing clinics and residential programs. This is usually handled by our Staff Associate, Donna Johnson, LICSW who does a marvelous and diligent job of locating and connecting with both in place and future sites who welcome and instruct our students.	NA
XI	None cited	NA

XII	Need more online to improve retention and movement toward graduation.	As above II, IV, VII improvement suggestions
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SECTION XV: RESOURCES REQUESTED

If any specific resource needs were identified in this program review, and included in SECTION XIV Action Plan(s), please list these resources below, indicating for each whether the type of resource needed is Equipment, Personnel, space, or Other. If applicable and known, provide vendor and estimated cost information.

SECTION	RESOURCE NEED	TYPE OF RESOURCE	VENDOR/ ESTIMATED COST
	NA		

REVIEW SUBMISSION

PROGRAM:	Human Services Associates Degree
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Submits this Program Review document in fulfillment of the NECC requirements for a comprehensive and systemic review of each academic program.

Individual Responsible for Completing the Program Review	
Name: Brian MacKenna-Rice	Title: Program Coordinator
Signature:	Date:
Program Coordinator	

Name: Brian MacKenna-Rice	
Signature:	Date:
Department Chair (if appropriate)	
Name:	Title:
Signature:	Date:
Assistant Dean/Director	
Name: Professor Carolyn Knof	Title:
Signature:	Date:
Dean of Division	
Name: Dean Kelly Sullivan	Title: Dean TAPSS Division
Signature:	Date:

APPENDIX 1

**TABLE 1: ENROLLMENT IN PROGRAM-SPECIFIC COURSES – MAJORS (M) /
NONMAJORS (N)**

See Appendix 1 Folder in Appendices Folder

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APPENDIX 2

CHARTS 1 – 4

See Appendix 2 in Appendices Folder

Template updated 7-5-2016

APPENDIX 3

CHART 5 (A, B, C, & D)

CHART 6

See Appendix 3 Folder in Appendices Folder

Template updated 7-5-2016

APPENDIX 4

ADVISORY COMMITTEE MINUTES (IF APPLICABLE)

See Appendix 4 Folder in Appendices Folder

Template updated 7-5-2016

APPENDIX 5

OUTCOMES ASSESSMENT PLAN

See Appendix 5 in Appendices Folder

Template updated 7-5-2016

APPENDIX 6

OCCUPATION PROFILE REPORT (IF APPLICABLE)

Refer to links below for more specific info from Bureau of Labor Statistics

<https://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm>

<https://www.bls.gov/ooh/community-and-social-service/social-workers.htm>

<https://www.bls.gov/oes/current/oes211093.htm>

<https://www.bls.gov/ooh/community-and-social-service/substance-abuse-and-behavioral-disorder-counselors.htm>

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