

Middlesex Community College

(Program/Discipline) Self- Study

Prepared By: Judith Felton, MSW; Professor of Human Services and Psychology; Program Coordinator: Human Services Program, Social Work Pathways Program, Therapeutic Recreation Certificate Program, Juvenile Justice Certificate Program, Substance Abuse Education Certificate Program; Coordinator, Center for Civic Engagement

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11/16/2016

A. MISSION

<p>1. What are the program's goals and learning outcomes? (stated in the Catalog)</p>	<p>I. <u>Program Description</u></p> <p>The Human Services Program is designed to offer curricula that will prepare students to perform effectively in human services settings. Emphasis is on the empirical and theoretical aspects of the disciplines of psychology, sociology, social work, counseling, and human services coupled with practical experience in Human Services facilities. Students are educated and trained to work with specialists in psychology, social work, community services, anti-poverty programs, mental health, mental retardation, gerontology, juvenile justice, substance abuse, education, and advocacy. Certificates in Therapeutic Recreation, Juvenile Justice, and Substance Abuse Education can be pursued concurrently with the Human Services degree and serve to enhance the broad academic offerings for the Human Services student.</p> <p>II. <u>General Program Goals</u></p> <ul style="list-style-type: none"> • To develop human services workers who are generalists; that is, who can be employed in a variety of settings in the human services field. • To develop workers who can also provide specific human services skills, as identified by community and statewide social services agencies, and who can function as assistants to specialists under general supervision of the specialist. • To provide students with opportunities for educational mobility and transferability, and to support the career-ladder concept in the human services field. • To provide the student with opportunities for personal growth and development through pursuit of theoretical knowledge, field placements, community service, and the processes of introspection and feedback. • To provide awareness of community-based social services as an ongoing social movement. • To develop in the human services student skills in objective observation, information documentation, information analysis, interviewing and counseling, and methods of case study • To support and develop program certificates and educational pathways that reflect social service trends and meet the social service needs in our service area.
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Learning Outcomes

Upon successful completion of all program requirements, graduates will be able to:

- 1.Explain and compare the theories pertaining to adjustment and development;
- 2.Explain and compare the theories of treatment methods and intervention modalities;
- 3.Explain and compare the etiological factors in psychopathology, including the biological, sociological, and psychological factors;
- 4.Demonstrate attitudes of openness, candor, cooperation, and support through group work and interaction;
- 5.Demonstrate the use of methods of research and reporting, using psychological, sociological, and clinical terminology;
- 6.Demonstrate an understanding of the personality and behavioral factors, both integrative (adaptive) and disintegrative (maladaptive) which contribute to individuals/clients' coping skills dealing with stress, conflict, and hardship;
- 7.Demonstrate an understanding of the normative developmental patterns that occur in individuals from conception through old age and how this understanding impacts our understanding of abnormal behavior and clinical interventions;
- 8.Integrate knowledge and skill in achieving competency in functional and responsive therapeutic abilities;
- 9.Demonstrate skill in client needs assessment and in the provision of information and referral for client access to resources, whether the client be an individual, family, group, or community;
- 10.Demonstrate an awareness of themselves as change agents through the use of such vehicles as recreational activities, modeling, contracting, client and community intervention, advocacy, and constructive use of confrontation;
- 11.Analyze the impact of collaborative social service systems.

B. ENROLLMENT/RECRUITMENT/RETENTION/COMPLETION/TRANSFER EFFORTS

MIDDLESEX COMMUNITY COLLEGE											
Program Enrollments & Completions 2011-2016											
				# ENROLLED STUDENTS							
Program Major	Sp20 16	Fall 2015	Sp 2015	Fall 2014	Sp 2014	Fall 2013	Sp 2013	Fall 2012	Sp 2012	Fall 2011	
HUMAN SERVICES	156	167	175	171	164	162	156	148	137	140	
JUVENILE JUSTICE CERT	4	7	2	4	4	4	4	4	3	5	
SUBSTANCE ABUSE EDUCATION CERT	4	4	1	2	4	3	5	5	4	4	
THERAPEUTIC RECREATION CERT	13	11	14	11	7	10	14	8	8	5	
Human Services Program Total	177	189	192	188	179	179	179	165	152	154	
Office of Institutional Research											

1. What do enrollment trends for the past five years signify?

The program enrollment for the Human Services program increased by about 16% from the Fall of 2011 to the Fall of 2015, (from 140 students to 167.) If we include enrollments in the Human Services Certificate Programs (Juvenile Justice, Substance Abuse Education, and Therapeutic Recreation), the increase is 18%, from 154 students to 189 students. Enrollment tends to be higher in the Fall semester, with the exception of Spring 2015 in which the total enrollment was 192. Decreased enrollment in the Spring semester reflects enrollment trends college-wide. Our enrollment task force reviews enrollment trends from Fall to Spring with the goal of increasing retention. Enrollment trends in the Human Services program indicate strength and growth in the program. The program remains one of the highest enrolled programs at the College.

2. Describe recruitment efforts undertaken.

It is the goal of the Program Coordinator to ensure continued enrollment growth in the Human Services program. Toward that end, the following recruitment efforts are undertaken each semester:

- presentation to freshman seminar classes;
- presentation to Intro to Health Careers class;
- visitations to all Introduction to Human Services classes;
- presence and materials at new student orientations;
- program specific orientations/workshops for matriculated and interested Human Services student;
- participation in the "What to Do With A Major" event at both campuses
- presentation at community-wide coalition meetings, Rotary, and Board meetings of local human services agencies
- periodic visitations to high schools to discuss opportunities of the Human Services program

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<p>3. Describe retention efforts undertaken.</p>	<p>An orientation for all Human Services, Social Work Pathway, Juvenile Justice, Therapeutic Recreation, and Substance Abuse Education students is held at the beginning of every semester, which helps build community and encourages retention. The program coordinator consistently offers civic engagement opportunities for students, such as volunteering at our local food pantry, soup kitchen, shelters, etc, in order to create a sense of camaraderie among students. The program also sponsors a student club, the Human Services Student Association, through which students can build a sense of connection. These activities support research that states the correlation between civic engagement activities and student retention.</p> <p>Advising Advising is a key foundation to connection and retention. Extensive advising by the Program Coordinator occurs throughout the semester, especially during advising month. In working with the Admissions Office, adjuncts, and internship site supervisors, students are aware of the importance of meeting with the Program Coordinator prior to registering for classes. The program coordinator is the sole advisor of all Human Services students, Social Work Pathway students, and students enrolled in related certificates. While this can be a challenge, it also ensures that Human Services students are being advised appropriately. On average, 70-90 students are advised during advising month. However, advising takes place throughout the semester. The Program Coordinator schedules nine office hours per week which enables students to seek advice and guidance throughout the semester.</p> <p>The weak link in the advising process is during the summer months when the PC is off contract. This is a challenge for our college wide advising program. The PC of the Human Services program devotes some of <i>additional responsibilities</i> hours to advise off contract as well as volunteering many hours during the summer months.</p> <p>Communication Communication is an essential component of student retention. The Program Coordinator consistently sends out updates on registration deadlines, career opportunities, and transfer advising meetings. These updates are also sent to internship sites and community partners. In addition, the PC contacts by phone and email students who have sporadic attendance, have not signed up for advising appointments, or may merely be experiencing problems with program completion. Last summer, the PC sent out hand-written notes to all advisees, encouraging contact for advising and registration. Though a rather old-fashioned method of communication, several students responded to this approach and seemed to enjoy getting a piece of “snail mail.”</p> <p>Retention Specialist Middlesex Community College has a Retention Specialist on campus. The retention specialist tracks students at risk of program completion and implements procedures to help with the early identification of at-risk students. The department works with the Specialist to identify and contact at-risk students and provide them a support network to help them achieve their academic goals, and create a plan to achieve academic success.</p> <p>Scheduling Course scheduling plays an important role in retention. Several of our students are employed full-time or hold multiple jobs while also shouldering dependent care responsibilities. These factors not only play a role in student retention but also impact the number of years it takes students to complete their degree. In order to address the diverse needs of our students, courses are offered online, on-ground, or hybrid. Courses are also balanced between day and evening as well as between the Middletown and Meriden campuses. If two sections of a program course are offered each semester, such as the Introduction to Human Services course, one section is typically offered at our Middletown site and one at our Meriden site, alternating day and evening offerings.</p>
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<p>4. What do the completion/graduation rates for the program signify?</p>	2016	2015	2014	2013	2012
	Human Services Associate Degree Program 28	32	25	22	25
	Juvenile Justice Certificate 4	1	2	2	2
	Substance Abuse Education Certificate 3	0	1	0	1
	Therapeutic Recreation Certificate 4	11	5	12	3
	Total 39	34	33	36	31

Our completion/graduation rates reflect the diversity of our students' academic experiences and goals. It can be difficult to track true program graduation rates as we often have students who are not seeking a degree from us but are taking a few courses as a jump-start to a Baccalaureate degree. In addition, many of our students are unable to attend college full time due to the demands of employment, child care, and financial strain. Therefore, while we can attest to strong program enrollment, strengthening program graduation and completion remains a challenge. The PC strongly encourages students to complete the Human Services Associate Degree as a pathway to transfer and as a marketable degree for employment should a student need to take time off from college.

C. PROGRAM DESIGN: EXTERNAL PARTNERSHIPS

<p>1. Does your program utilize an advisory committee? Describe and evaluate the advisory committee's role in the program, and future action steps.</p>	<p>The program does use an Advisory Board. The Advisory Board consists of Human Services practitioners, agency CEO's, and adjunct faculty. On average, the Board meets yearly though a span of three years without meeting occurred between October of 2013 and September of 2016. However, the PC is in touch with members regularly between meetings. Members of the Board play both an advising and supportive role to the Program Coordinator. The PC seeks input from members concerning best practices in Human Services training and education and how the Human Services program can best meet the needs of employers. The Board also reviews program course or curricula changes. In addition, members of the Board serve as partners for internships and civic engagement. Finally, members of the Advisory Board have consistently presented to Human Services classes on issues that reflect their expertise. Without reservation, it can be stated that members of the Advisory Board are ambassadors of the Human Services Program.</p>
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2. Please include a list of advisory committee members and their affiliations.

Chris Arnold, Adjunct Faculty.
Clinical Director, Albert J. Solnit Center, Middletown, Ct.

Lydia Brewster, MSW
Director of Community Services
St. Vincent de Paul, Middletown, Ct.

Justin Carbonella, MSW
Director of Youth Services
Middletown, Ct.

John La Rosa, Adjunct Faculty
Retired. Former Director of Youth Services
Middletown, Ct.

Susan McLaughlin, Director of Prevention
Problem Gambling Services
Middletown, Ct.

Dan Osborne, LCSW
Chief Operating Officer
Gilead Community Services
Middletown, Ct.

Julie Pipenbring, MSW
Adelbrook Development and Behavioral Services
Cromwell, Ct.

Eric Rodko, MSW
Executive Director
St. Luke's Community Services
Middletown, Ct.

Kathleen Savino, PsyD., Adjunct Faculty
Director of Family Support Services
The Connection, Inc.
Middletown, Ct.

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<p>3. Attach advisory committee minutes for the last 2 years.</p>	<p>See attached</p>
<p>4. Is there an Internship experience required? Briefly describe its role and significance.</p> <hr/> <p>5. Describe other external partnerships.</p>	<p>4. Internship Experience: The Human Services program requires two internship experiences (practica) prior to graduation: HSE 288, Developmental Practicum and HSE 289, Psychiatric Practicum. Each practicum requires 8-10 hours/week during a 15- week semester, resulting in the completion of close to 260 hours of internship experience at the point of graduation. (For the certificate programs, only one internship is required. The internship required in a certificate program transfers to the HS Associate Degree program should a student wish to pursue the AS degree.) Each internship provides 3 credits and has a classroom component. The practicum class is a hybrid class; it meets on-ground every other week. During the week that the on-ground class does not meet, an online assignment is assigned.</p> <p>Students are advised to take HSE 288 first as this internship is considered one that introduces students to human services processes, interventions, skills, management, and the target populations of the human service field. Students typically enroll in this internship in their second or third semester (if full time.) HSE 288 is also the required internship for the Therapeutic Recreation Certificate Program.</p> <p>HSE 289 is considered the advanced practicum and builds on the skills that a student has developed during the first internship experience. If a student is engaging in direct-service, it is expected that the student will be able to apply skills of case management, counseling, and group work either independently with supervision or as a co-leader/assistant to a professional. If a student is engaged in indirect service, such as assisting with project management, grant writing, advocacy, strategic planning, or needs assessment, it is expected that the student will be able to work independently while contributing substantially to the completion of the project. HSE 289 is the required internship for the Juvenile Justice and Substance Abuse Education certificate program given the challenging nature of those professions.</p> <p>As stated previously, there is a classroom component to the internships. Within the class meeting, all interns meet together. This enables the sharing of diverse experiences and provides some leadership development for the advanced practicum students. In other words, those students who are in their second internship can serve as mentors to the beginning interns, providing tips regarding the successful internship experience.</p> <p>Enrollment in each internship is capped at 15. Both internships are offered each semester resulting in faculty supervision of 30 interns. A site visit is conducted for each student during the course of the semester.</p> <p>5. External Partnerships: We partner with over 85 agencies that serve as internship opportunities for our students, (see attached list of internship sites.) We value the relationship we have with our internship sites. The internship partnerships enable us to be aware of the challenges facing non-profits in Middlesex and New Haven counties thereby encouraging strategies of response by program faculty, students, and our Center for Civic Engagement.</p>

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	<p>In addition to our internship sites, external partnerships are forged through the community involvement of the PC. The PC is on the Board of Directors of the following agencies: The Connection, Inc. where she also serves on the Executive Board; United Way of Middlesex County, where she also serves on the Community Impact Council and had been chair of the CIC; St. Vincent de Paul, where she also served as chair within the past five years; Wheeler Clinic Alternative to Incarceration Program; and, up until fall 2016, the Advisory Board of Wesleyan University's Albritton Center for Public Life. In addition, through class projects, the PC has formed partnerships with the End in Ten Coalition to End Homelessness and Covenant Village of Cromwell. She has worked with the community partnership committee of Covenant Village of Cromwell, serving as quasi-consultant to their strategic planning initiatives in developing partnerships with the community. As Coordinator of the College's Center for Civic Engagement, she has presented to community agencies on behalf of the college's civic engagement initiatives. In addition, in her role as Coordinator for the Center for Civic Engagement, she has assisted faculty with connecting to community partnerships.</p> <p>Adjunct faculty are also involved in strengthening community partnerships. Professor Emeritus Greg Horne serves on the Boards of Directors of the following agencies: Nehemiah Housing; Middlesex County Substance Abuse Action Council; and within the past three years, Middlesex Area Interagency Council.</p> <p>The College is committed to the development of community partnerships and to the power of civic engagement, as evidenced by the creation of a Center for Civic Engagement within the past five years. The Human Services PC is just one of many faculty who are involved in strengthening the health of our community.</p>
<p>6. Have you created articulation agreements with four year institutions?</p>	<p>Prior to the recent legislation mandating the Transfer and Articulation Program (TAP) within the CONNSCU system, the program supported course by course articulation with the Connecticut State Colleges. With the implementation of TAP, the Social Work Pathway Program was developed using the Human Services program as a foundation. Many of the courses in the Social Work Pathway program mirror the Human Services Program. Therefore, beginning with fall, 2016, Human Services students who plan on transferring to CSU Social Work Programs may choose to major in the Social Work Pathway program, which the Human Services PC also coordinates. We have course by course articulation agreements with many of the private colleges, including St. Joseph's College, Post University, and Bridgeport University. Articulation agreements are in the process of negotiation with Albertus Magnus.</p>
<p>7. Does your program have courses taught at local high schools with qualified instructors (CCP) and/or have an early college experience course.</p>	<p>The program is not part of the CCP or early college initiatives.</p>

D. STUDENT ADVISING

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<p>1. What strategies does your program utilize to ensure students receive appropriate information and advising on your program?</p>	<p>As stated previously, advising is a key foundation to connecting with students and ensuring retention. Extensive advising by the Program Coordinator occurs throughout the semester, especially during advising month. In working with the Admissions Office, adjuncts, and internship site supervisors, students are aware of the importance of meeting with the Program Coordinator prior to registering for classes. The program coordinator is the sole advisor of all Human Services students, students enrolled in related certificates, and now to students who are majoring in the Social Work Pathway program. While this can be a challenge, it also ensures that Human Services students are being advised appropriately. On average, 70-90 students are advised during advising month. However, advising takes place throughout the semester. The Program Coordinator schedules nine office hours per week, which enables students to seek advice and guidance throughout the semester.</p> <p>The weak link in the advising process is during the summer months when the PC is off contract. This is a challenge for our college wide advising program. The PC of the Human Services program devotes some of <i>additional responsibilities</i> hours to advise off contract as well as volunteering many hours during the summer months.</p> <p>Strategies include:</p> <ul style="list-style-type: none">✚ Email blasts to all advisees prior to advising month alerting advisees of the importance of advising and how best to schedule an appointment with PC.✚ Visitations to Human Services classes to provide group advising and answer any questions.✚ Scheduled group advising during office hours.✚ Sending personalized emails and hand-written notes to students who have neglected to seek advising and register for classes.✚ Participation in open registration sessions.✚ Provision of extra credit on exam day to those students who have scheduled an advising appointment.✚ Human Service orientations at the beginning of every semester. These orientations are for new and continuing students. The orientations provide not only overview of the Human Services program and internship opportunities but also feature a keynote speaker who represents the broad field of Human Services.
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Program/Discipline :

E. PROGRAM INSTRUCTION

	NAME	DEGREE/CERTIFICATE	EXPERIENCE/SPECIALTY
<p>1. List all full and part- time faculty members who teach in the program: name, degree, experience.</p>	<p>Full Time: Professor Judith Felton Program Coordinator, Human Services, Social Work Pathway, Juvenile Justice, Therapeutic Recreation, and Substance Abuse Education Programs; Coordinator, Center for Civic Engagement</p> <p>Part Time:</p> <p>Christopher Arnold, Clinical Child Care Worker, Albert J. Solnit Hospital for Children</p> <p>Edgar Bonilla, Senior Director for Community Resources, United Way of Middlesex County</p>	<p>Masters in Social Work Boston University</p> <p>MS: Education. Concentration Marriage and Family Central Connecticut State University</p> <p>MBA/MS Albertus Magnus College</p>	<p>Human Services and Social Work Program Planning, Community Organizing, Advocacy, Community Needs Assessment, Strategic Planning, Gerontology, Counseling, Mental Health, Civic Engagement</p> <p>Psychology, Counseling, Human Services</p> <p>Human Services Programming, Policy, Administration</p>

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	Ronald Brone, DCF Clinician	Ph.D., Clinical Psychology Fordham University	Psychology, Juvenile Justice
	Eileen Cicchese, Program Supervisor, Groton Parks and Recreation	M.S., Therapeutic Recreation, Southern Connecticut State University Certified Therapeutic Recreation	Therapeutic Recreation
	Angelina Field, Retired Certified Therapeutic Recreation Specialist/Supervisor, Yale Grimes Health Center	M.S. Leisure and Recreation, Southern Ct. Statue University	Therapeutic Recreation
	Gregory Horne, Professor Emeritus of Psychology, Retired from MxCC	M.A. Clinical Psychology, Ball State University, Indiana. Sixth Year in Mental Health Design and Training, UMASS, Amherst	Psychology, Human Services, Group Work
	John La Rosa, Retired Youth and Family Services Director, City of Middletown	M.A. Counseling	Juvenile Justice, Counseling

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	<p>Robin McHaelen, Executive Director, True Colors, Inc.</p>	<p>MSW, Univ. of Conn.</p>	<p>Counseling, Community Organizing, Human Sexuality, LGBTQ studies</p>
	<p>Kathleen Savino, Clinical/Program Director, Women and Children's Services, Homeless Youth, The Connection, Inc.</p>	<p>Psy.D., Clinical Psychology</p>	<p>Psychology, Counseling, Human Services, Group Work, Drug and Alcohol.</p>
	<p>Robert Spencer, Retired. Private Practice. Currently Zoning Enforcement Officer, Portland, Ct.</p>	<p>MSW, Univ. of Conn.</p>	<p>Human Services, Counseling</p>
	<p>Richard Stillson, Retired Clinician</p>	<p>Ph.D., Counseling Psychology, Univ. of Connecticut</p>	<p>Clinical Psychology, Counseling, Mental Health, LGBTQ studies</p>
	<p>Mary Wolak, Rehabilitation Therapy Supervisor, Connecticut Valley Hospital</p>	<p>B.S., Therapeutic Recreation, Univ. of Conn. Certified TR Specialist</p>	<p>Therapeutic Recreation</p>

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<p>2. List courses offered hybrid or fully online. Describe and evaluate how online/hybrid modalities support the program.</p>	<p>Program Courses Online: PSY 201, Life Span Development; PSY 204, Child and Adolescent Psychology; PSY 245, Abnormal Psychology; PSY 251, Behavior Disorders of Childhood and Youth (Juvenile Justice Program); PSY 103, Introduction to Holistic Wellness (Therapeutic Recreation Program); SOC 241, Juvenile Delinquency, (Juvenile Justice Certificate Program.)</p> <p>Program Courses Hybrid: HSE 101, Introduction to Human Services; HSE 288, Developmental Practicum; HSE 289, Psychiatric Practicum</p> <p>Program Courses On-ground: HSE 101, Introduction to Human Services; HSE 202, Introduction to Interviewing and Counseling; PSY 103, Introduction to Holistic Wellness (Therapeutic Recreation Program); PSY 201, Life Span Psychology; PSY 204, Child and Adolescent Psychology; PSY 245, Abnormal Psychology; SOC 120, Group Dynamics; DAR 101, Public Health Issues (Substance Abuse Education Program); DAR 114, Family Systems (Substance Abuse Education Program); DAR 158, Biology of Addiction (Substance Abuse Education Program); RLS 121, Introduction to Therapeutic Recreation (Therapeutic Recreation Program); RLS 122, Processes and Planning (Therapeutic Recreation Program); RLS 221, Program Planning (Therapeutic Recreation Program.)</p>
<p>3. What methods are used to ensure all faculty (full and part-time) who teach the same course are using the same outcomes and requirements? What action steps do you recommend for improving this?</p>	<p>The PC hires and provides professional guidance to all program faculty, all of whom are adjuncts. Course outlines and course outcomes are shared with adjuncts to ensure consistency across courses. Adjuncts are instructed to use a common template for syllabi and to provide consistent learning goals, objectives, and assessment. For example, the adjuncts who teach SOC 120, Group Dynamics, consult with one another and implement the same paradigm for ensuring fulfillment of learning outcomes for students. This approach is applied to all courses.</p>
<p>4. Is support for faculty professional development adequate for the program? Please describe and evaluate.</p>	<p>All faculty, both full and part-time, are able to access professional development funds provided through the CCSU system. Due to teaching, administrative, and other responsibilities assigned to the PC, it is often difficult to take advantage of professional development opportunities offered during the course of the academic year. However, the PC is able to stay abreast of best practices in the field by inviting practitioners to classes and through participation on several Boards of Directors of Human Services agencies. In addition, the PC takes advantage of opportunities provided by Ct. Campus Compact given her role as the Coordinator of the Center for Civic Engagement. The professional development opportunities offered by Ct. Campus Compact supplants the civic engagement opportunities that can be shared with Human Services students and all MxCC faculty.</p> <p>The Center for Teaching is a state-wide entity that provides professional development for all faculty, free of charge. The Center provides a variety of forums on topics ranging from classroom instruction and management to leadership development.</p> <p>Within the past two years, our Academic Dean developed "Lunch and Learn" forums. The forums focus on topics germane to teaching and learning, such as integrating civic engagement in course outcomes, best practices in online teaching, trends in research and application, classroom management. Attendance at the forums has been light; however, there is agreement that the forums provide an opportunity for professional development.</p> <p>Adjunct faculty can take advantage of adjunct orientations offered at the beginning of each semester. The orientations are a crucial component to the professional development and support of adjuncts.</p>

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<p>5. What new courses have been developed for the program?</p>	<p>Within the Human Services program, there have not been any new courses developed recently. However, due to a Federal Health and Life Sciences grant, the Therapeutic Recreation Certificate program was revised to broaden the scope of course offerings and to ensure transfer to Baccalaureate programs in Therapeutic Recreation. Additional Therapeutic Recreation courses were developed.</p>
<p>6. What curricular modifications need to be addressed in the next three years?</p>	<p>Curricular modifications have been mandated by the Transfer and Articulation Pathway programs developed by the CCSU system. Because of TAP, the Human Services program was modified to reflect transfer guidelines for general education including the requirement for a math class higher than MA 137, Intermediate Algebra, and a second written competency course, such as Eng.102, Literature and Composition. In addition, the Social Work Pathway program was established which also requires a math higher than MA 137, a lab science, two written competency courses, and other courses required by the State baccalaureate programs. Given these modifications, we have little to offer students who may wish to enter the workforce prior to transferring to a baccalaureate program in either Human Services or Social Work or may not be ready for transfer due to skill level or life circumstances. Furthermore, a good number of students may not be able to master the requirements of a math beyond Intermediate Algebra. According to members of my Advisory Board, who do hire students with the Associate Degree in Human Services, an upper level math course is not needed in order to be employed. Therefore, after careful consideration, the revised Human Services Associate Degree will be revised once again to reflect guidelines as a vocational program. Therefore, a math higher than MA 137 will not be needed. For students who want to transfer to baccalaureate programs in Human Services, advising will be adjusted accordingly. For students who want to transfer to baccalaureate programs in Social Work, the Social Work TAP pathways program is available.</p> <p>A second area of curricular modification that should be addressed is our lack of course offerings related to the field of developmental disabilities. Though our catalogue lists DFS 110, Orientation to Deafness, and HSE 167, Nature & Needs of Persons with Mental Retardation, we have not offered either of those courses for a decade. Given that many of our students complete internships within agencies that serve individuals with developmental disabilities, we need to have courses that provide theoretical background and intervention strategies for this population. Offering courses in this field can also contribute to the entry level employability of a student.</p> <p>A third area of curricular modification that needs addressing is the area of prevention. We have students who are completing internships with youth service agencies and problem gambling services, the primary focus of which is prevention of risk behavior.</p>

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F. LEARNING OUTCOMES

1. What do student surveys reveal about how students perceive this program (a student survey tool will be provided and should be administered in program classes specific to program outcomes)

We sent, via Survey Monkey, surveys to our graduates and current students. The **graduate survey** focused on a student's evaluation of their learning based on the learning outcomes of the Human Services program. We sent the survey to 72 graduates and received 4 responses. (Two reminders were sent prior to the writing of this report; another reminder has been sent.) All respondents are female, ranging in age from 21-59. All respondents are currently employed in the field of Human Services, 66% full-time and 33% part-time. None of the respondents transferred to baccalaureate institutions but 66% of the respondents plan to do so. All respondents completed the program in 4 semesters over the course of two years. Overall, students reported being "very satisfied" to "satisfied" with their learning. Students reported being most satisfied with the support they received from faculty in finding internship placements, their growth that resulted from participation in an internship, and how the program prepared them for "real life" situations. Regarding what students were least satisfied with, one student reported that she wished we had more ability to support students in finding employment. Other comments:

"From my first Human Services class to the day of graduation I thoroughly enjoyed all of my professors, classes and Middlesex Community College . I am proud to say that I graduated from this college !

4 months after graduation I was offered a full time position because of my education at Middlesex Community College. I love my position and I see/hear myself using things that my professors taught me over my 2 years at MxCC."

We sent a different survey to **152 current students**. We received 12 responses after sending three reminders. 78% are female; 22% male. 44% are full time students; 55% are part-time. The age range of the respondents is between 21-over 40. 33% are working full-time; 44% are working part-time; 11% are not working and not looking for employment; 11% are disabled and unable to work. 44% of respondents are in their first semester of the program; 11% in their third semester; 22% in their fourth semester; 22% over 5 semesters. Most of the respondents are taking three to four courses a semester. About 44% of students are planning to transfer with over 55% stating that they are not planning on transferring. The majority of students planning on transferring will complete their Associate's Degree.

The survey for **current students** focused on the following: satisfaction with faculty teaching in the human services program; creativity of professors; teaching methods of faculty; faculty advising; curriculum in the program; relevance of courses to career goals or further study; variety of course offerings; class size; availability and access to faculty during office hours; classroom facilities; learning and technology resources; academic support services; internship opportunities; library resources in the area of human services; career counseling/planning placement; student organization and clubs; course scheduling; overall quality of the Human Services Program. In response to questions on the abovementioned topics, students responded positively overall. There was some dissatisfaction concerning course scheduling, course offerings, and access to faculty. Dissatisfaction concerning course scheduling and offerings reflect what we are aware of at MxCC: not enough program related courses offered at the Meriden campus; not enough offering

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	<p>of evening classes; and the challenge of online courses for some. Dissatisfaction regarding access to faculty reflected concern about faculty and staff responding to emails and phone calls in a timely fashion.</p> <p>Students responded being most satisfied with the program in the following areas: help received from professors; learning and meeting people; the program's focus on preparing students for employment and transfer; the knowledge of professors and their willingness to share about their own experiences; course selection; the guidance provided by the professors; the overall program. Students responded being least satisfied with the program in the following areas: too few offerings of courses pertaining to drug and alcohol prevention/intervention; the difficulty of completing two internships when balancing work and family.</p> <p>Given the poor response rate, it is challenging to analyze. However, comments reflect what we believe to be the strengths of the program and our opportunities for improvement.</p>
<p>2. How do you assess student learning outcomes in individual courses and in the program as a whole?</p>	<p>It is encouraged of all program faculty to assess student learning through a variety of mechanisms with an emphasis on civic engagement, self-assessment, theoretical application, and writing across the curriculum.</p> <p>HSE 101, Introduction to Human Services: student learning is assessed through essay exams, group presentations, self-assessments, reflection exercises, human service autobiography, and a 15- hour community-engaged learning requirement.</p> <p>HSE 202, Introduction to Counseling: student learning is assessed through essay exams in which students are responding to case studies, research papers, interview transcripts, role-play, video-taped interviews, and life stories projects in which students create interview questions and interview those who are receiving social services in our community. For instance, Prof. Felton partnered with Covenant Village of Cromwell. Students interviewed older adults as part of a "legacy" project. Interviews were video-taped. Students were able to practice interviewing skills with older adults while also expanding their knowledge of this population. Two other life stories projects involved interviewing guests from our local soup kitchen, the results of which helped spread awareness of homelessness in our community. The small book "Stories from the Soup Kitchen" is a product of a counseling class as is a recent collage of audio-tapes which will serve as a public relation piece for the Coalition to End Homelessness.</p> <p>SOC 120, Group Dynamics: student learning is assessed through essay exams, research papers, and hands-on group development through the resolution of community concerns by small groups. For instance, it was a group from this class that strongly influenced the implementation of a smoke-free campus.</p> <p>The internships are assessed through ongoing self-reflections, site visits, process meetings, a case study assignment, an evaluation by the internship supervisor, and a self-evaluation. Students are encouraged to provide PC with ongoing feedback regarding course work and internship opportunities. An opportunity for growth in the program is the development of mechanisms to assess student satisfaction with the program on a regular basis.</p>
<p>3. Are your student's achievements shared more broadly in public by presentations,</p>	<p>There have been many opportunities for students to celebrate their accomplishments such as a Soup Stories community event; presentations at Covenant Village; presentations of audio life</p>

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<p>research, conferences, papers or civic engagement?</p>	<p>stories project at the Human Services orientation and Academic Convivium; Soup Stories presentation at Board meetings; press coverage of Soup Stories and Magic Food Bus.</p>
<p>4. Share a story of a student achievement.</p>	<p>Below is a statement from a recent graduate who has successfully transferred to a baccalaureate program in Social Work: “I was 46 years old with no degree and working temp jobs to survive, with my financial future in doubt, when I discovered the Human Services program at Middlesex Community College. I met with the department director, talked about how much I enjoyed helping others, and we decided together that Social Work would be a good career fit for my personality and background. I was off and running. I spent the next 3 years taking classes that taught me everything about the field of Human Services. I learned how to interview clients, work within diverse populations, and see the world from other peoples’ perspective. I also learned about myself. I learned how to focus, be self directed, and advocate on my own behalf for myself and others. The training I received from Middlesex was exceptional.”</p> <p>Below is a statement from a current student who is pursuing Human Services after having completed her Associate’s in General Studies: “In 1991, I graduated from high school and went to Central Connecticut State University, then I attended Tunxis Community College until 1993. I left school because I found success in retail as a Manager than in Retail Banking as a Branch Manager and Business Banking Officer. During that time, got married and started a family. However, the dream of going back to college and earning a degree, was always on my mind. I re-started my life in September 2014, after leaving a company of 12 years and enrolling in two classes at Middlesex Community College. I had many classes that were transferable. Even though most of them were business courses, I still felt that school was manageable, not unsurmountable. I had many basic classes on my transcript; Algebra, Psychology, Abnormal Psychology, Sociology, History, and English. My first semester in 2014 I took a Music Appreciation and Public Health for my General Studies degree. I am currently taking four classes to complete a Human Services degree, a Therapeutic Certificate, and am working towards my Bachelor’s degree in either Human Services and/or Gerontology</p> <p>During my time at MxCC, I met with Career Counselor, Emily Canto. I met with Emily several times for advising. When I talked to her about my future goals in pursuing a career in Human Services and Sociology, she directed me to Professor Judith Felton. After speaking to Professor Felton, she signed off on my General Studies degree which I earned this past Spring. She also advised me on the classes I would need for a minor in Human Services, as well as a Therapeutic Recreation Certificate. Earning my Human Services degree, will give me the opportunity to do what I have always loved; helping others. In that degree, there are a wide variety of opportunities for exposure to the field of Human Services. This includes an Interviewing and Counseling class that I took with Professor Felton. We completed a Life Stories project with the partnership of St Vincent De Paul in Middletown, CT. With a fellow classmate, I interviewed a woman that had been homeless for most of her life. I shared that experience at our Academic Convivium at the College last April.</p> <p>The Human Services degree also requires two internships. This past August, I joined the Magic Food Bus on campus for my first internship. Working for the Magic Food Bus has given me</p>

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	<p>many positive and rewarding experiences. It has also given me exposure to operating a food pantry, which was something I had never done before. During my internship, I have met with The Connecticut Food Bank and Amazing Grace. I also met Tony Terzi from Fox 61 News. I have witnessed the number of student shoppers grow in numbers to a 140. I believe an internship is a wonderful opportunity to experience the essence, challenges, and responsibilities of a Human Services degree. Every day is not the same, which makes it so rewarding and interesting. I am so thankful for re-starting my life at Middlesex Community College. In the Spring of 2016, I was a General Studies graduate from Phi Theta Kappa, and a graduate with Highest Honors. This Spring 2017, I will have completed my Human Services degree and earned a Therapeutic Recreation Certificate. In 2014, I began a new journey, to follow a dream of mine which was to complete my degree. I believe that I am a testament to the fact that it is never too late to finish something you started."</p> <p>We believe that all students are success stories. We are proud of their contributions to the community through their commitment to civic engagement and of their perseverance to continue with their studies. We are proud of students who have been hired based on their internship experience, such as Kellie who graduated two years ago and was immediately hired by St. Vincent de Paul of Middletown where she had completed an internship as a case manager, and Sarah, who after graduation continued with her studies and, within two years, received a BSW and went on to pursue nursing. She is now working as a clinical nurse with a private non-profit substance abuse agency, fulfilling a dream that was hatched while at MxCC. We are proud of the diversity of the students in our program. They come to us with rich and varied backgrounds, inspired to make a difference and to give back. The motivation that drives them at times comes from the past trauma of their own lives. Their stories evoke admiration from the faculty and staff that encourage their success. Our students are strong and we trust that the learning and experience they receive from MxCC will contribute to strengthening services in our communities.</p>
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G. COMPLIANCE WITH POLICY TO NORMALIZE CREDIT HOURS

1. If your program exceeds 60-61 credits, what strategies do you plan to bring the program into compliance?	NA
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H. BUDGET

1. Is the budget adequate to support the program? Please describe and evaluate.	At this point, there is no budget for the Human Services program, the Social Work Pathways program, nor any of the related certificate programs. The lack of a program specific budget is not new as the program has never had a budget with which to work. The lack of a program specific budget is not unique to the Human Services program.
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	<p>Program specific costs such as those incurred for Human Services orientations, advisory board meetings, or food for the Human Services Student Association club meetings have been paid for by the Human Services Program Coordinator. At times, snacks and beverages for the Human Services orientations have been donated by the Student Activities office.</p> <p>Costs incurred by special events, such as the presentation and reception celebrating the Soup Stories project, have been paid for by the President’s office or the MxCC Foundation.</p>
2. Identify program resources (space, equipment, funds for development) that have enhanced your program	There are limited resources to enhance the program, other than human resources.
3. What additional resources are needed to support the future of the program?	Additional grant funding could be pursued to enhance staffing and programming. In particular, we would like to continue with life stories projects which often requires additional resources such as videographers, audio recorders, editors, and other types of assistance.
4. What efforts have you made to seek external partnerships for resource development? (grants, shared services, volunteer)	We received some money from the MxCC Foundation New Day Fund to support the production of a counseling training video to be used in the counseling class and to support the filming of the Covenant Village Life Stories project. The money funded an assistant script writer for the counseling training video and for a videographer who worked on the Life Stories project.

I. LEARNING COMMONS AND STUDENT SERVICES

1. Describe your program’s involvement with the Learning Commons Services (Library, Ed Tech, Academic Success)	Students are encouraged to use the services offered by the Learning Commons. Research papers are required in nearly every upper level courses. To that end, librarians are invited to consult with classes to review how the library can be of help in accessing scholarly sources. Many of our students visit the tutoring center for help with writing. Our Ed Tech staff offer ongoing technical assistance to students taking online courses.
2. Describe your program’s involvement with the Student Services (Administration, Advising, counseling, disability)	Our program works with Student Services much like other programs. The admissions office is helpful in sending out notification to Human Services students about our Human Services orientations each semester. Our career and academic counselors offer resume writing workshops to my interns every semester. I co-advise some students who are also working with our disabilities specialist. I take advantage of any help the administration can provide in terms of marketing our program, advising our students, addressing challenging student behavior, and ensuring student success.

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J. STRENGTHS/CHALLENGES

<p>1. Note three strengths of the program.</p>	<p>A philosophical foundation of the program is commitment to Civic Engagement. Therefore, one strength of the program is the provision of a wide variety of opportunities for students to engage with the community. This engagement occurs in the form of internships, community service, participation in student clubs, to name a few. Recently the initiative of the MxCC Magic Food Bus has provided an exciting opportunity for community service for our students. Students who are completing internships or community service hours with the Magic Food Bus are learning about the complexities of implementing a program from scratch, about food insecurity among our students, staff, and within the community, and about team work. Community engagement opportunities such as this is a significant strength of the program.</p> <p>Another strength of the program is the involvement of the PC with community agencies. Having served on a number of Boards of Directors of non-profits in the community, the PC is able to be an ambassador for the Human Services program and other programs at the college. The community partnerships the PC has been able to forge results in increased opportunities not only for our Human Services students but for all students. MxCC is often seen as the “go-to” place when a community partner needs volunteers or interns. In particular, because of solid partnerships that the PC has formed, students from the Human Services program are called upon.</p> <p>A third strength of the program is the experiential nature of many of the courses in the curriculum. As stated earlier, the Counseling class offers hands-on opportunities for students to practice skills through the experiences of being video-taped with clients to life stories projects. The Group class allows students to solve real life problems while also learning about group dynamics. The internships provide opportunities for students to not only practice skills but to engage in some soul searching regarding career choice.</p> <p>A fourth strength of the program is the experience and expertise of adjuncts who teach in the program. They are gifted teachers and gifted practitioners. Our students truly benefit from their guidance.</p> <p>Finally, a small college offers the benefit of close connection between student and faculty. As with many of our programs at MxCC, students in the Human Services program benefit from the accessibility of the PC who engages in ongoing advising, mentoring, and opportunities for connection.</p>
<p>2. Identify challenges the program faces.</p>	<p>The retirement a couple of years ago of the other full time professor in the Human Services program has added to the workload of the PC. At this point, the PC is responsible for advising all Human Services, Social Work Pathway, Juvenile Justice, Therapeutic Recreation, and Substance Abuse Education program students. This amount of advising, especially during crucial advising times, translates into delay in meeting deadlines with other job responsibilities. It is extremely positive that the program continues to grow in enrollments. However, it would be beneficial to have another position.</p> <p>Another challenge is the implementation of the Social Work Pathway program. If the enrollment in this program continues, the college needs to address whether the responsibility of that program should rest with the Human Services Program Coordinator or if another PC should be hired for this</p>

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	<p>program. If it remains the responsibility of the Human Services PC to coordinate the Social Work Pathway program, consideration should be made for a two course release per semester for this purpose. (This is a question facing other community colleges as well.)</p> <p>A third challenge of the program also addresses the TAP Social Work Pathways program. There is concern expressed by all community college Human Services program coordinators that the SW Pathway program could eventually phase out Human Services programs. This would be a mistake. Human Services is a different degree than Social Work, one that aptly reflects the career path that many of our students wish to take. It is important that MxCC continue to support the integrity of and the need for a Human Services program.</p> <p>Finally, sustainability of the program and initiatives that come under the program’s umbrella, such as the Center for Civic Engagement and the Magic Food Bus, is a challenge that must be faced. It is inevitable that the current PC will be retiring soon. Administration needs to prepare a feasible plan that will ensure that the position can be refilled.</p>
<p>3. Short-term (0-1year) recommendations</p>	<p>The development of a sustainability plan for the HS program (and related certificates), the SW Pathway program, the Center for Civic Engagement, and the Magic Food Bus. The current PC is now responsible for all these programs.</p> <p>Funding provided for an Educational Assistant to assist with program initiatives.</p> <p>The development of a Civic Engagement Advisory Board.</p> <p>More frequent meetings of the Program Advisory Board.</p>
<p>4. Long-term (1-5 year) recommendations</p>	<p>The development of assessment tools that will enable bi-annual assessment of student satisfaction with the program.</p> <p>The development of an accessible jobs placement site for program students.</p> <p>Increase opportunities for internships and community partnerships with the Meriden/Wallingford community</p> <p>The development of efficient tracking of our graduates in order to see trends in employment.</p> <p>Assessment of course offerings to ensure we are providing students with the education and training they need to be successful.</p> <p>Increase opportunities for “life stories” projects which will be cross-disciplinary.</p>

K. SITE VISIT RESULTS (HALF DAY EXTERNAL PEER REVIEW)

<p>1. Review of the External Peer review site visit including agenda and meeting notes</p>	<p>Notes forthcoming</p>
<p>2. Recommendations from the site visit group</p>	<p>Program Review: Recommendations by Review Team:</p> <ol style="list-style-type: none"> 1. In light of impending retirement of Program Coordinator, develop sustainability plan for Human Services, Social Work Pathway, Juvenile Justice, Therapeutic Recreation, and Juvenile Justice programs. 2. Given the size of the program and the number of advisees the Program Coordinator is responsible for, there should be two full time faculty assigned to Program in addition to the Program Coordinator.

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3. Current program mission, goals, and outcomes do not reflect current trends in the field. Therefore, provide PC the time to review and revise program mission, goals, and outcomes to include concepts such as consumer expectations, results-based accountability, best practices and market trends in the field, challenges for the human services worker, health care reform, the changing world of work, importance of internships, and impact of technology.
4. Develop more specific role for program Advisory Board. Develop job description for Advisory Board members.
5. Prior to retirement, PC should make recommendations regarding who to recruit to Advisory Board.
6. Diversify membership of Advisory Board. Advisory Board should reflect the diversity of our community and include social service administrators, practitioners, and, possibly, service consumers.
7. Meet with Advisory Board more often.
8. Develop with the marketing department a program specific marketing plan. Perhaps an intern from the marketing department could help with this.
9. Maintain requirement of two internships. Work with college administration to develop a COOP office that can help streamline internship process across programs and provide employment information to students.
10. Develop effective means of surveying current students and graduates for information about program satisfaction.
11. Develop means of tracking graduates to measure post graduate employment and academic success.