

**Quinsigamond Community College
Human Services Program
Internal Program Review
Spring 2001**

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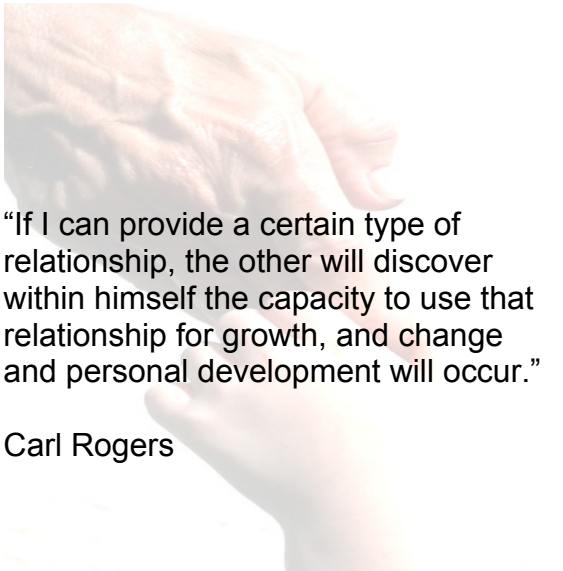


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Introduction:

This review references several core sources of information about human service professionals:

- National Organization of Human Service Education
- Council on Human Service Education
- New England Organization of Human Service Educators
- Human Services Research Institute
- Occupational Outlook Handbook, Department of Labor
- "The Helping Professions", W. Burger and M. Youkeles (2000)
- "Human Services: Contemporary Issues and Trends", H. Harris and D. Maloney (1999)
- "Human Services in Contemporary America", W. Burger and M. Youkeles (2000)
- "Theory, Practice and Trends in Human Services", E. Neukrug (2000)
- "Human Services: Concept and Intervention Strategies", J. Mehr (1998)
- "Human Services: Policy and Practice", B. Schram and B. Mandell (1997)
- "Becoming a Helper", M. Corey and G. Corey (1998)
- "Delivering Human Services: A Learning Approach to Practice", A. Halley, J. Kopp and M. Austin (1998)
- "On Becoming a Person", Carl Rogers (1961)
- "Community Skill Support Standards: Tools for Managing Change and Achieving Outcomes", M. Taylor, V. Bradley and R. Warren (1996)
- Human Service Education. A Journal of the National Organization for Human Service Education. Fall 1999 and Fall 1998



“If I can provide a certain type of relationship, the other will discover within himself the capacity to use that relationship for growth, and change and personal development will occur.”

Carl Rogers

Section I: Competitive Analysis and Regional Labor Market Demand

Preface: The challenge of conducting an IPR for Human Services Program is the fact that the Program Coordinator for the past ten years retired 5/2000. This person's tenure as Coordinator began in 1990 until 2000. Policies, data and practice information required for this IPR may be limited or have gaps without the past Coordinator's consistent input. Additionally, several program revisions over the past ten years may be critically reviewed. This IPR coordinator has 5.5 years of experience as full-time faculty only in the QCC Human Service Program.

1. Market Influences

A. Provide a broad definition of this employment sector. List specific knowledge and skill requirements for employment in this field.

Response:

The field of Human Services is a broadly defined one, uniquely approaching the objective of meeting human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems and maintaining a commitment to improving the overall quality of life of service populations. The Human Services profession is one that promotes improved service delivery systems by addressing not only the quality of direct services, but by also seeking to improve accessibility, accountability, and coordination among professionals and agencies in service delivery.

The delivery of human services historically has moved from institutional and medical based systems to community based, not for profit, holistic services. Human service professionals perform a variety of roles. Some of these roles are:

- counselor to those who need support
- broker to help people use community resources
- teacher of daily living skills
- advocate for those who are unable to advocate for themselves
- mediator between clients and between clients and agencies
- caregiver to children, elders, disabled adults

To concisely define and describe the human service industry is difficult due to the fact that careers in human services have many faces, career paths and levels of professional certification. The authors of the Occupational Outlook Handbook attempts to use the umbrella term of "Social Services", under which heading one can find several categories and many professions.

S.I.C.

83	Social services
832,9	Individual and miscellaneous social services
833	Job training and related services
836	Residential care

In their recent book Youkles and Burger introduce the complexity with these words: "Hundreds of occupations involve helping people....This book describes nine major professions in the human services field". And this is an attempt to organize general categories of helping, not the wide range of job titles.

Brief History

"During the late 1950s and 1960s, there were dramatic changes in the area of helping those in need. Populations like the poor, the unemployed, children in need, the elderly, the disabled, the substance abuser and others began to be recognized as needing social and rehabilitation services. About this time, new legislation mandated that those formerly served in state mental hospitals would now be deinstitutionalized and would henceforth be seen in the communities in which they lived. It was not long before it became obvious that the traditional human resources would not meet the needs of the helping services being offered.

The community based mental health system necessitated that professionals be trained in a different manner. While the provision of mental health services was undergoing these changes, the civil rights movement brought attention to social justice and equity issues. Consumers of social services became more involved in advocating for themselves and in creating services that would meet their own needs. Thus "grass roots" (started by the clients) level activism created opportunities for new approaches to human services. Amidst all these changes, a new class of workers was born. Originally called paraprofessionals, these workers were often those who had been served by the helping system and had a better sense of the qualities and skills that were important for helpers to possess. Thus, what had begun as an informal orientation to helping would soon become formalized as competency based mental health/human services training.

To meet the demand for and the availability of educational programs based on the development of competencies, the National Institute of Mental Health (NIMH) in 1956, provided the resources to establish the first associate degree program in mental health at Purdue University. This would be the forerunner of human services programs across the country. It was not long before two-year colleges were offering human services (sometimes called mental health) degrees. Four year colleges were not far behind in developing and offering bachelors degrees in human services. Today the number of certificate, associate, baccalaureate and more recently graduate degrees in human services has grown to more than five hundred academic programs. Associate level human service degrees continue to be the majority of degrees awarded for human services." ([NOHSE](#))

The pioneers of human services training and education programs felt that the answer to the workforce shortage was not to train another group of specialized professionals but to develop an entirely new kind of worker, the "generalist".

Generalists are trained in a wide variety of helping interventions so that they may provide direct services to individuals or groups with a diversity of needs. These generalists also work in many different service settings integrating and coordinating the efforts of specialized professionals. Although graduates may vary from program to program in response to local needs, human service generalists are trained in basic helping skills essential to the helping relationship.

These skills include:

interviewing	observing and recording pertinent information
conducting groups	implementing treatment plans
consulting with other workers & agencies	mobilizing and utilizing community resources
problem solving	advocating for clients
direct support	social skill training

A major component of all human service education is *experiential learning* or learning-by-doing. Programs provide extensive field-based experiences or practica (internships) in a variety of community agencies. Such practica allow the student to integrate knowledge and skill and thereby demonstrate competency.

The basic tool of helping professionals is them self; thus they must learn to recognize and understand how to best use our personal qualities and our learned skills. Effectively helping others is both an art and a science. Research on human behavior and intervention strategies provide the scientific foundation. The art element is related to how an individual worker interprets, integrates and is capable of developing a "feeling" about the person who sits across from them. Highly effective human service workers are "client centered".

Many people who select the helping profession are motivated from personal experience. People who have experienced significant problems in living and found a way to self-sufficiency, believe that their experience can be useful for others. Academic programs build upon these experiences with a focus on the "science" of understanding human behavior and the skill set needed to be an effective helper.

Occupational Outlook Handbook : Human Service Workers and Assistants (quoted)

Although a bachelor's degree usually is not required for this occupation, employers increasingly are seeking individuals with relevant work experience or education beyond high school. Certificates or associate degrees in subjects such as social work, human services, or one of the social or behavioral sciences meet most employers' requirements.

Educational attainment often influences the kind of work an employee may be assigned and the degree of responsibility that may be entrusted to them. For example, workers with no more than a high school education are likely to receive extensive on-the-job training to work in direct-care services, while employees with a college degree might be assigned to do supportive counseling, coordinate program activities, or manage a group home. Human service workers and assistants with proven leadership ability, either from previous experience or as a volunteer in the field, often receive greater autonomy in their work.

Employers try to select applicants who have effective communication skills, a strong sense of responsibility, and the ability to manage time effectively. Many human services jobs involve direct contact with people who are vulnerable to exploitation or mistreatment; therefore, patience, understanding, and a strong desire to help others, are highly valued characteristics. Employers may require employees to have a valid driver's license or to submit to a criminal background investigation.

Formal education almost always is necessary for advancement. In general, advancement requires a bachelor's or master's degree in counseling, rehabilitation, social work, human services management, or a related field.

The following six statements describe the major generic knowledge, skills and attitudes that appear to be required in all human service work. The training and preparation of the individual worker within this framework will change as a function of the work setting, the specific client population served, and the level of organization work.

1. Understanding the nature of human systems: individual, group, organization, community and society, and their major interactions. All workers will have preparation which helps them to understand human development, group dynamics, organizational structure, how communities are organized, how national policy is set, and how social systems interact in producing human problems.
2. Understanding the conditions which promote or limit optimal functioning and classes of deviations from desired functioning in the major human systems. Workers will have understanding of the major models of causation that are concerned with both the promotion of healthy functioning and with treatment-rehabilitation. This includes medically oriented, socially oriented, psychologically-behavioral oriented, and educationally oriented models.
3. Skill in identifying and selecting interventions, which promote growth and goal attainment. The worker will be able to conduct a competent problem analysis and to select those strategies, services or interventions that are appropriate to helping clients attain a desired outcome. Interventions may include assistance, referral, advocacy, or direct counseling.
4. Skill in planning, implementing and evaluating interventions. The worker will be able to design a plan of action for an identified problem and implement the plan in a systematic way. This requires an understanding of problems analysis, decision-analysis, and design of work plans. This generic skill can be used with all social systems and adapted for use with individual clients or organizations. Skill in evaluating the interventions is essential.
5. Consistent behavior in selecting interventions, which are congruent with the values of one's self, clients, the employing organization and the Human Service profession. This cluster requires awareness of one's own value orientation, an understanding of organizational values as expressed in the mandate or goal statement of the organization, human service ethics and an appreciation of the client's values, life style and goals.
6. Process skills, which are required to plan and implement services. This cluster is based on the assumption that the worker uses himself as the main tool for responding to service needs. The worker must be skillful in verbal and oral communication, interpersonal relationships and other related personal skills, such as self-discipline and time management. It requires that the worker be interested in and motivated to conduct the role that he has agreed to fulfill and to apply himself to all aspects of the work that the role requires.

source: National Organization of Human Service Organization and CSHSE

This list of required competencies preceded the development of the Community Support Skill Standards described in the next segment of this Section. The QCC Human Services Program designed its original program to address these skill sets.

HSRI

In 1993, the Cambridge based Human Services Research Institute received funding from the National Skills Standards Board to develop skill standards in human services and health care education. They proposed standards and performance indicators under the title [Community Support Skill Standards](#). These 'proposed' standards are organized into twelve functional domains. See [Section II.1.C](#) for a full discussion of the standards and the current efforts to infuse the standards into curriculum.

1. Participant empowerment
2. Communication
3. Assessment
4. Community and service networking
5. Facilitation of services
6. Community living skills and support
7. Training and self-development
8. Advocacy
9. Vocational, educational and career support
10. Crisis intervention
11. Organizational participation
12. Documentation

The full list of skill standards is available in [Appendix A](#)

NOTE:

In 1996 QCC was invited to participate in the Community Services Support Standards Project. Walter Swett participated in the HSRI project as a "Partner". The participation involved attendance at several planning/development meetings, reviewing proposed standards and providing feedback.

As of Jan 2001, the Skill Standards have not been 'officially' accepted for the field, but efforts continue to integrate the standards into human service education programs and utilize the Standards as a baseline of competencies for certification. (Maloney and Harris in Appendix A)

CSHSE

The Council for Standards in Human Services Education (CSHSE) was founded in 1979 with the mandate to provide specific guidelines to ensure consistency among human services education programs. With the input of faculty nationwide, CSHSE has developed a set of standards to guide programs in the training of students. The standards give guidelines in: the philosophy of human services; the credentials of faculty; the knowledge, skills, and attitudes which should be taught and the type of field experience required.

The Council for Standards in Human Service Education is recognized as the primary approval body for human services education programs in the United States. Approval by CSHSE lets students know that the academic program provides the knowledge and skills necessary to be a successful human services professional. CSHSE publishes a directory of human services education programs across the country. (A program need not be an approved program to be listed in the directory.) A perusal of the directory informs the student of the colleges in a given geographic area offering human services education programs.

QCC has been a member of the CSHSE since 1995, but has never actually applied for accreditation. The Program Coordinator maintained active membership in order to stay current with the CSHSE standards and receive current materials

As of 9/2000, the QCC Human Service Program is no longer a dues paying member of CSHSE. The current interim coordinator concluded that the \$300 per year fee is not the best use of limited resources this fiscal year. Recent research shows that very few college programs have sought and received CSHSE accreditation. For example in the Mass Community College system there are 10 human services programs but only two (2) are CSHSE accredited. The IPR process provides an opportunity to re-examine the value of this certification.

NOHSE

The National Organization for Human Service Education (NOHSE) was founded in 1975. NOHSE grew out of the perceived need by professional care providers and legislators for improved methods of service delivery. NOHSE, with the early support of the National Institute of Mental Health and SREB, has strived to promote excellence in Human Service delivery in an increasingly complex world.

NOHSE's focus includes supporting and promoting improvements in direct service, public education, program development, planning and evaluation, administration and public policy. Members of NOHSE are drawn from diverse educational and professional backgrounds. Professional backgrounds and experience in corrections, mental health, childcare, social services, human resource management, gerontology, developmental disabilities, addictions, recreation, and education reflect this diversity.

QCC is represented in the NOHSE organization through the individual membership of Walter Swett, member since 1975.

- B.** Using relevant labor statistics, indicate whether employment opportunities in this field are expected to increase or decrease over the next 3-5 years. Please cite the sources that you have used to make these predictions. (Note: It is easier for Admissions and Marketing Departments to refer to these predictions if they can quote the source)

Response:

Quinsigamond Community College continues to be well positioned to attract and prepare students to meet demands of local human service agencies for a trained and diverse pool of job seekers for entry-level positions in the growth areas. The delivery of human services historically has moved from institutional and medical based systems to community based, not for profit, holistic services.

In a report titled "External Scan" (QCC, Jan 1996) Ms. M.M. Kerns lists the fifteen fastest growing industries in Massachusetts from 1991-2005. Number three on this list is residential care facilities and number seven is job training and vocational rehabilitation.

In another report prepared by the Human Services Research Institute in Cambridge, MA, the authors also note the changes in service delivery systems and subsequent need for generic human service workers. "The Bureau of Labor Statistics (1994) projects a **136% increase** in the number of human service workers by the year 2005. Based on studies of the human service workforce, direct staff in the developmental disabilities sector are predominately white females, with limited post secondary education between ages of 18 and 34. These demographics pose particular problems for employers since the proportion of the US population in this age range is expected to drop 19% in this decade. Further, the entry-level workforce is more ethnically and culturally diverse presenting employers with the challenge of managing a more heterogeneous workforce. Also the ability to understand and use technology is becoming a more important attribute among direct support staff. (Community Support Skill Standards, HSRI 1996)

Occupational Outlook Handbook information

- Social services, except child-care, ranks among the fastest growing industries.
- About 2 out of 3 jobs are in professional, technical, and service occupations.
- Human service workers and assistants—the ninth fastest growing occupation—are concentrated in social services.
- Average earnings are low because of the large number of part-time and low-paying service jobs.

Opportunities for human service workers and assistants are expected to be excellent, particularly for applicants with appropriate postsecondary education. The number of human service workers and assistants is projected to grow much faster than the average for all occupations between 1998 and 2008—ranking among the most rapidly growing occupations. The need to replace workers who move into new positions due to advancement, retirement, or for other reasons will create many additional job opportunities. This occupation, however, is not attractive to everyone. It can be draining emotionally and the pay is relatively low. Qualified applicants should have little difficulty finding employment.

Faced with rapid growth in the demand for social and human services, employers are developing new strategies for delivering and funding services. Many employers increasingly will rely on human service workers and assistants to undertake greater responsibility in delivering services to clients.

Opportunities are expected to be best in job training programs, residential care facilities, and private social service agencies, which include such services as adult daycare and meal delivery programs. Demand for these services will expand with the growing number of elderly, who are more likely to need services. In addition, social and human service workers and assistants will continue to be needed to provide services to pregnant teenagers, the homeless, the mentally disabled and developmentally challenged, and those with substance-abuse problems.

Job training programs are expected to require additional human service workers and assistants. As social welfare policies shift focus from benefit-based programs to work-based initiatives, there will be an increased demand for people to teach job skills to the people who are new to or re-entering the workforce. Additionally, streamlined and downsized businesses create increased demand for persons with job retraining expertise. Human service workers and assistants will help companies to cope with new modes of conducting business and employees to master new job skills.

Residential care establishments should face increased pressures to respond to the needs of the chronically and mentally ill. Many of these patients have been deinstitutionalized and lack the knowledge or the ability to care for himself or herself. Also, more community-based programs, supported independent living sites, and group residences are expected to be established to house and assist the homeless, and the chronically, and mentally, ill. As a result, demand for human service workers and assistants will increase.

The number of jobs for human service workers and assistants will grow more rapidly than overall employment in State and local governments. State and local governments employ many of their human service workers and assistants in corrections and public assistance departments. Although employment in corrections departments is growing, employment of social and human service workers and assistants is not expected to grow as rapidly as employment in other corrections jobs, such as guards or corrections officers.

Emphasis:

Public assistance programs have been employing more human service workers and assistants in an attempt to employ fewer social workers, who are more educated, thus more highly paid.

State Specific Data:

Occupation	Employment: Nat		%change	Employment: Mass		% change
	1998	2008		1998	2008	
Human Service Worker	268,400	409,900	53%	11,450	16,300	42%
Residential Counselor	189,900	277,800	46%	9,800	13,000	33%

Source: [Massachusetts Division of Employment and Training, Research Department](#)

For additional information on trends and wages for human service careers see Appendix B. This appendix includes information from

- [America’s Career Infonet](#) (web site)
- [Massachusetts Department of Employment and Training](#)
- [Massachusetts Executive Office of Administration and Finance](#)

- C. Review and analyze the most recent five years of institutional data to determine whether graduates of this program have found employment in their field and/or transferred to a related four-year program in their field within one year of graduation

Response:

This IPR Coordinator spent numerous hours seeking this data from existing institutional and program resources. No information is available from either source. This is an institutional weakness. The previous WANG system and current CARS system cannot produce this data at this time.

If each program is to maintain a management information system, then appropriate resources must be allocated to the program.

A survey of graduates was initiated, but do to the short timeline for IPR reporting, results are not available at this time. See the Section IV recommendations.

- D. Please identify the specific occupations (and job titles, if possible) for which program graduates are prepared for. Identify the types of employers that have hired graduates of this program within the last 5 years.

Response:

1. The Occupational Outlook Handbook, published by the Department of Labor, lists the following as examples of jobs available for those who have earned a human service degree:

Case Worker	Family Support Worker
Child Abuse Worker	Youth Worker
Social Service Liaison	Mental Health Aide
Residential Counselor	Behavioral Management Aide
Intake Interviewer	Case Management Aide
Eligibility Counselor	Social Work Assistant
Alcohol Counselor	Adult Day Care Worker
Psychological Aide	Drug Abuse Counselor
Life Skills Instructor	Asst. Case Manager
Client Advocate	Neighborhood Worker
Residential Manager	Social Service Aide
Group Activities Aide	Crisis Intervention Counselor
Social Service Tech.	Probation Officer
Case Monitor	Community Outreach Worker
Parole Officer	Rehabilitation Case Worker
Child Advocate	Community Action Worker
Gerontology Aide	Juvenile Court Liaison
Home Health Aide	Halfway House Counselor
Group Home Worker	Therapeutic Assistant
Community Organizer	

“Human service workers and assistants is a generic term for people with various job titles. They usually work under the direction of professionals from a variety of fields, such as nursing, psychiatry, psychology, rehabilitative or physical therapy, or social work. The amount of responsibility and supervision they are given varies a great deal. Some have little direct supervision; others work under close direction.

Human service workers and assistants provide direct and indirect client services. They assess clients’ needs, establish their eligibility for benefits and services, and help clients obtain them. They examine financial documents such as rent receipts and tax returns to determine whether the client is eligible for

food stamps, Medicaid, welfare, and other human service programs. They also arrange for transportation and escorts, if necessary, and provide emotional support. Human service workers and assistants monitor and keep case records on clients and report progress to supervisors and case managers. Human service workers and assistants also may transport or accompany clients to group meal sites, adult daycare centers, or doctors' offices. They may telephone or visit clients' homes to make sure services are being received, or to help resolve disagreements, such as those between tenants and landlords. They also may help clients complete insurance or medical forms, as well as applications for financial assistance. Additionally, social and human service workers and assistants may assist others with daily living needs.

Human service workers and assistants play a variety of roles in a community. They may organize and lead group activities, assist clients in need of counseling or crisis intervention, or administer a food bank or emergency fuel program. In halfway houses, group homes, and government-supported housing programs, they assist adults who need supervision with personal hygiene and daily living skills. They review clients' records, ensure that they take correct doses of medication, talk with family members, and confer with medical personnel and other care givers to gain better insight into clients' backgrounds and needs. Human service workers and assistants also provide emotional support and help clients become involved in their own well being, in community recreation programs, and in other activities.

In psychiatric hospitals, rehabilitation programs, and outpatient clinics, human service workers and assistants work with professional care providers, such as psychiatrists, psychologists, and social workers to help clients master everyday living skills, to teach them how to communicate more effectively, and to get along better with others. They support the client's participation in a treatment plan, such as individual or group counseling or occupational therapy." (Occupational Outlook Handbook)

See Appendix C for sample job titles and job descriptions.

2. The following are a sample of organizations that have hired QCC graduates:

<i>Organization</i>	<i>Population Served</i>	<i>Web page</i>
Alternatives Unlimited Inc	Mentally ill or mentally retarded adults	www.altrntvs.org
Adcare Hospital	Substance abusers	www.adcare.com
The Bridge of Central Mass	Adult mentally ill Child and adolescent services	www.thebridgecm.org
Community Healthlink, Inc	Mentally ill and substance abusers; community based and residential	
Deveraux Foundation	Residential services for troubled adolescents	www.devereux.org
Friendly House	Neighborhood center offering basic services	
Henry Lee Willis Community Center	Residential programs for adolescents and adult substance abusers	
The Key Program	Clinical services to troubled adolescents	www.key.org
Seven Hills Foundation	Mentally retarded and developmentally disabled	www.sevenhills.org

3. Career Placement Center Information.

Merideth-Wiess Belding and Tony Nardella, professional staff in the Placement Resource Center reviewed the Job Postings for Human Service workers found in the Center’s Job Leads Binder. Attached is a sampling of recruitment flyers received by the Placement Center – Appendix D

Typically, these are forwarded to the Human Service Program faculty to share with their classes. Data available from the Placement Center indicate 5 students successfully placed in human service positions during the last calendar year.

This does not account for graduates who find positions on their own, are currently employed while a student or who obtain a position as a direct result of their practicum course.

E. Identify the institutions to which students have transferred in the last three years.

Response:

See Section III that details the cooperation of the Coordinator of Transfer and Human service faculty.

Anna Maria college	Social Work Program
Assumption College	Rehabilitation Counseling Program
Springfield College	Human Service Program
Worcester State College	Urban Studies Program
Fitchburg State College	Human Service Program
Umass, Boston	Human Service Program
Northeastern University	Human Service Program
Elms College	Social Services
Clark University	Psychology

F. Summary and Analysis: Market Influences

Response:

Several federal, state and professional sources predict higher than average growth for workers in this industry. The Occupational Outlook Handbook summarizes its conclusions as follows:

- Social services, except child care, ranks among the fastest growing industries.
- Human service workers and assistants - the ninth fastest growing occupation - are concentrated in social services. (projections for 1998 - 2008)
- Opportunities for human service workers are expected to be excellent, particularly for applicants with appropriate postsecondary information.

Additionally, service provider agencies experience high rates of turnover at entry-level positions. Efforts are underway across the state and country to develop partnerships among the agencies, educational programs and human service workers to address this retention problem. Tuition remission programs, credit for direct service work and flexible learning opportunities will result in additional interest in our program.

2. Programmatic Currency

A. Describe how the program maintains curricular currency.

Response:

The Human Service Program maintains curricular currency via several individual professional activities: active memberships in human service related associations and feedback from Practicum supervisors.

1. Maintaining active memberships with CSHSE and NOHSE provide the faculty with information about academic advancement and current trends. (see [Section I.1.a](#) for more information)

Example: The CSHSE documents concerning experiential learning suggested more on site hours than the QCC program required. In 1998 we increased the number of hours from 100 to 120 in the current Practicum course. This still does not fulfill the certification requirements.

2. HS faculty also are members of several Massachusetts and national provider organizations. These connections continually expose us to practical issues facing the human service field. Our faculty are or have been members of

Mass Human Service Provider Association
 HSRI Partnership
 HANDSNET, Online Human Service Community Web
 Mass Human Services Coalition
 National Association of Alcohol Drugs and Disability
 New England Institute on Addiction Studies – faculty

Example – It was through the MHSP organization that concerns about new regulations from EOHS focusing on CORI checks for all staff came to our attention. We obtained the regulations from EOHS and integrated a comprehensive examination of the issue in HUS 231 Legal and Ethical Issues.

B. Explain the existing mechanisms that allow for regular input from local employers or other relevant sources.

Response:

Two mechanisms offer the human service program regular input from local employers.

1. The Human Service Advisory Committee offers a valuable opportunity for exchange of ideas between the faculty and the local agencies who hire our students. See [Section I.4.A](#) for details about the Advisory Committee.

2. This writer believes that the partnership QCC Human Service Program has with local agencies that offer practicum experiences provides the best and most timely input and feedback about our teaching/learning practices. This collection of information can and should be formalized.

Each semester students who find practicum placements are monitored by QCC faculty. At least once during the semester, the Practicum facilitator or H.S. Program Coordinator conducts a site visit with the agency staff. This meeting offers a unique opportunity for exchange of ideas on our students, feedback on the curriculum that nurtured their readiness for a practicum experience and discussion of emerging issues that challenge, concern and frustrate the provider community.

See the **Appendix E** for a list of human service agencies that have supervised our students and have been visited by human service faculty. Included in Appendix E are QCC forms related to the practicum and summary spreadsheets for student evaluations for fall 2000 and spring 2001.

- C. Describe how this input affects the program. (Note: It is helpful with our accreditation processes if you can include some specific examples of input that have led to recent changes in the program.)

Response:

One very clear and poignant example concerns the issue of criminal history records of potential human service graduates.

Once the EOHS promulgated its regulations about CORI checks, our agency partners suggested that QCC examine strategies to re-direct students who may have questionable CORI reports. Unfortunately, the previous Coordinator inserted language into the program description and catalog that stated a CORI check is required of each student. No one in the QCC organization was ever authorized to actually review CORI records for our program.

The instructor of the Legal and Ethical Concepts course inserted a segment focused on CORI regulations and encouraged students to obtain their own CORI if they had concerns.

The previous Coordinator promulgated "best practice" suggestions to instructors for Introduction to Human Services to note emphatically, the issues concerning CORI.

Recommendation: QCC Human Service Program implements a full disclosure and informed consent for all students.

- D. Describe ways that the College could support program faculty's incorporating more area industry input.

Response:

The Division Dean and Academic Vice President must stay informed, interested and supportive of the realities and potential of this program. See **Appendix F**: a report from the Human Service Program faculty in 1997 recommends specific changes and seeks appropriate institutional support. Little was supported or implemented. The community connections utilized by this program demand attention by the leadership of QCC. This IPR re-examines and proposes changes again.

Another way to support the program and its ongoing needs to maintain strong community connections falls under the heading of faculty/coordinator roles. This IPR is proposing three full time faculty. Two of these require a course reduction to commit adequate time for community partnership efforts.

- E. Summary and Analysis: Currency

Response:

Quinsigamond Community College has provided a quality learning/training program for people desiring to enter the field of human services. Beginning in 1986 under the leadership of Dr. Harold Hutchings, the QCC program received BHE approval to award both an Associates Degree and a Certificate. During the 90's, the program continued with several program changes, although the primary goal of the program remained consistent.

The QCC Human Service Program is actively involved in a number of professional associations, which helps maintain currency with developments and emerging issues in our discipline, offers opportunity for professional development and encourage discussions about best practices in the teaching/learning/preparation for human service workers

Massachusetts Human Services Coalition (MHSC)

This coalition is the primary voice on the state's human service budget issues and publishes the State House watch and Poor People's Budget to keep its members up to date on issues and legislation.

Mass Council of Human Service Providers (MCHSP)

A dynamic association of almost 300 human service providers whose mission is summarized as follows: to promote a healthy, productive and diverse human services industry.

New England Organization of Human Service Educators (NEOHSE)

NEOHSE, a regional affiliate of the National Organization for Human Service Education (NOHSE), has as its primary goal the professional growth of human service faculty, practitioners, and students through New England.

Adjunct faculty and feedback from our practicum sites also maintain currency. Adjunct faculty continue to critically impact the teaching/learning activities of the program. All adjuncts are active practitioners in area human service agencies, thus enhancing the academic material with real world experience. The Human Service Program is fortunate to have many "partners" in the community who enthusiastically take our students for a semester long practicum experience. Currently the curriculum requires 120 hours of practicum experience, which requires adequate supervision and opportunities for "direct" client contact by our practicum sites.

This IPR has also initiated a process of community assessment that must continue every 2-3 years and be supported by the institution and is required to meet CSHSE certification. *

3. The Pipeline: QCC Feeders

- A. Identify all feeders, both actual and potential, (i.e. sources of applicants) to the program. Please include any potential “customized” feeders the College might be able to develop.

Response: Three current feeders with significant potential for expansion are

1. Current human service workers (in a myriad of agencies), hired without any academic degree, now seeking advancement. See report from the Latino Coalition of Central Mass - Appendix H.
2. Current human service workers whose agency is eligible for Mass EOHS educational benefits. See [Appendix G](#).

These comments are taken from testimony supporting bills S.308 & H.3268 – An Act to provide Tuition Remission Benefits to Employees of Human Services Provider Organizations on March 13, 2001 by the Massachusetts Council of Human Service Providers, Inc.

“The Tuition Remission Program – A success...

For the past seven months, under the monitoring of the Board of Higher Education, the Council has managed a popular, and well-utilized tuition remission program for contracted human service providers. Over 2000 seats that were previously empty, are filled with our human service workers. We have accomplished the following:

- 430 eligible human service providers across the state have signed up for the tuition remission program
- 53% of the registered agencies have employees who have participated in the program
- 882 eligible employees have participated in the program
- 2,250 course certificates have been approved by the Council for tuition remission

We recommend expansion for the following reasons:

- The current program covers only daytime classes. Including continuing education courses will enable full-time day workers to attend class at night. With today’s high vacancy rates and tight staffing structures, flextime is rarely a possibility.
- Many jobs require a B.A. or B.S. degree to be hired. To advance in one’s field, access to a graduate program is a necessity. More opportunities for advancement stabilize the workforce.

This program has not created any added expense for the Commonwealth. The legislation before you will assure the continuation of this vital benefit and broaden the eligibility criteria by including graduate studies and continuing education. “

3. Substance abuse workers who require a specific academic coursework to apply for certification

Currently, the QCC does not offer the full range of courses to meet the needs of this group of potential students. Curriculum revisions will correct this. Students attending our credit courses will receive certification credit also.

Three immediately potential feeders

1. The NEXT STEP PROGRAM

This collaborate effort of Umass Mass Medical School, the Worcester Latino Coalition, Umass Amherst, University Without Walls, Worcester State College and QCC is designed to helping experienced health care workers obtain their associates or bachelors degree. The Program Coordinator contacted 71 health and social service agencies and requested permission to survey employees. Over 350 questionnaires were completed.

Although the Next Step Program is primarily focused on community health, a significant number of respondents expressed interest in community mental health. With this knowledge, the principles of this program entered into discussions with the QCC Human Service Program to explore the possibility of Next Step including a track in human services. A new community development course was created and offered. Preliminary discussions with WSC about bachelors in human services have begun.

This effort to expand the options for NEXT STEP participants will result in more students moving into the QCC Human Service Program.* See **Appendix H**.

2. Preparing and directing students to careers/jobs assisting people living with developmental disabilities.*

Umass Amherst University Without Walls offers a Bachelor's Degree in MR/DD. It is a joint project of Mass Dept of MR and the University. The program is targeted to current workers who have 24 credits from another institution. Although the project primarily serves Western Mass, I have met with the project director to explore how this may be available to QCC students. See **Appendix I: Umass/DMH Project**

3. Healthy Families Program

The Children's Trust Fund oversees the Healthy Families of Massachusetts program, designed for first time pregnant and parenting young families under the age of 21. Every young family in Massachusetts is eligible to access this service. The program was designed using a paraprofessional model and education type of service delivery. The program is in its fourth year and as it has developed, workers are supported and encouraged to continue their education. In the fall of 2000 the "Accessing Higher Education: A directory of Public Colleges and Universities in Massachusetts" was produced by the Career Lattices Project of the Children's Trust Fund. This guidebook has been distributed to all staff of Healthy Families, approximately 450 statewide.

Jean Kennedy, HS adjunct professor and IPR Consultant has worked in a supervisory role for Healthy Families for the past three years. See **Appendix J** for additional information.

B. List all articulation agreements currently in place in this program (i.e., agreements with local secondary schools, community-based organizations, proprietary schools, etc.).

Response: The QCC Human Service Program has no articulation agreements with secondary schools or human service provider organizations.

Friendly House, under the creative energy of Gordon Hargrove, has been diligently exploring avenues to formalize the association between his employees and the QCC degree program. Dr. Hargrove has successfully obtained financing for early childhood/after school training. The employees, in his agency and agencies who collaborate with him, who seek a human service degree are now being considered for agency funding.

C. Do program faculty regularly collaborate with their peers in local high schools, four-year colleges and universities, business and industry or community-based organizations on such activities as curriculum development, work-based learning, or professional development? Please cite examples from most recent three-year period. If no active collaboration at this time, please comment on how this type of collaboration might enhance the program. In what ways could the College provide faculty support in this area?

Response:

a. NEOHSE

The New England Organization of Human Service Education (NEOHSE), a regional affiliate of the National Organization for Human Service Education (NOHSE), has as its primary goal the professional growth of human service faculty, practitioners, and students through New England. It achieves this goal with annual conferences, a newsletter, a subscription to *Human Service Educator* (the journal of the National Organization), and a variety of other means, such as sponsoring research projects and conducting state-wide seminars and training meetings. Other goals include public discussion of human service issues and employment of human service professionals. These goals are-reached through the work of NEOHSE members and through connections with NOHSE.

QCC is actively involved with NEOHSE having representation on the Board of Directors (previously Barbara Spence, currently Tony Nardella) and conducting workshops at the annual conference. In addition, through this organization, faculty and students participated in a review of the Ethical Guidelines for Human Services (April 98), resulting in feedback used to add several statements about the human service educator

- b. Exchange of faculty between Assumption College, Social and Rehabilitation Department and QCC; delivering a classes on current issues.
- c. Active member of the Worcester Gerontology Consortium. Participating in program planning and exploring opportunities for QCC students to participate.
- d. Trainer for Adcare Educational Institute, which holds the Mass statewide training/professional development contract for the Dept of Public Health, Bureau of Substance Abuse.
- e. Dan de la Torre in QCC's Admissions office, informed this program of an initiative being developed within the Worcester Public Schools. This project titled Worcester Educational Partnership includes a "human service academy". See **Appendix K**.

A vibrant human service program must have the resources to work with admissions to penetrate these emerging markets.

- D.** Explain the mechanisms in place within the program to insure that students who have been granted credit through articulation agreement transition smoothly into the QCC program. In what ways could the College increase its support in these areas?

Response: NOT APPLICABLE

- E.** Explain the program's involvement with the area Tech Prep consortia or other educational collaboratives, if relevant.

Response: NOT APPLICABLE

- F.** Summary and Analysis: The Pipeline: QCC Feeders

Response:

There are several opportunities to improve linkages with community and statewide efforts at manpower development that can provide new students to the human service program. Limited connections exist, but before nurturing and growing these connections the college must be prepared with adequate resources to meet the needs of additional students.

This IPR process has highlighted the need and value of maintaining active linkages with agencies and community groups. this effort must be integrated into program/staff responsibilities. It appears that QCC has missed several opportunities to be in partnership with other work force development activities related to human services.*

4. Role of the Program Advisory Committee

A. Is there an active (meets at least once a year) advisory committee for this program?

Response:

This is one of the challenging issues for this program's IPR. Using the definition of active as one that meets at least once a year, the answer is no.

But, on June 5, 1997 a newly recruited Advisory Committee met. Several members of this committee maintain active, but informal contact with the program. Several inquiries were made about another meeting, but none was held.

Several members of the Committee have provided individual consultation to the program throughout the past two years.

Maureen Valois, Spectrum House has routinely visited classes to discuss her current professional position and academic path that brought her here. (Which began at QCC in the middle 1980's)

Gordon Hargrove, Friendly House, has actively engaged Dr. Spence and this writer to explore strategies to assist his staff and other local agency staff takes advantage of the EOHS Tuition Reimbursement program. Gordon has also been active in presentations to HS classes.

Jean Kennedy, of WCAC Healthy Families Program, has provided specific assistance in exploring ways to enhance the experiential learning component of our program. With several years of experience in a variety of human service settings, she brings valuable perspective on appropriate practicum possibilities. Jean is also a newly retained adjunct faculty.

As part of this IPR, a letter is being sent to the list of members, assessing their current interest on participation on the Advisory Committee. See [Appendix L](#) for current and past member list and other related materials.

B. If yes, what is the composition of the advisory committee? How are appointments made to the committee?

Response: Invitations and appointment to the committee organized in 1997 were developed from a random list of contacts in the provider community and people from agencies that provided supervision for our practicum students.

An effort was made to balance the committee with representatives from different service populations, agencies serving minority populations, private not-for-profit and state agencies.

C. Explain the roles and responsibilities of this committee

Response: The purpose of the Human Service Program Advisory Committee is to provide broad, active linkage to local providers of human services resulting in direct consultation to the Human Service Program. The committee focus is on program currency, curriculum appropriateness for entry-level workers and emerging trends in direct service.

The members of the Committee are expected to:

- Meet three times each year
- Be available to the Human Service Program Coordinator and faculty for individual consultation
- Support with written or verbal testimony activities of the HS program pertaining to recruitment, academic policies and legislative issues.

D. If possible, cite examples of how committee input has had an impact on the program over the last 3-5 years.

Response:

1. The focus of the 1997 meeting was on Computers in Human Services. The members viewed a power point presentation on this emerging topic. Examples of web sites and potential uses were discussed. The Committee strongly supported efforts to help prepare students to be computer literate. They also encouraged efforts to expand learning options through distance ed courses.

Result: CIS 161 (now titled CIS 111) was included as a required course for the Associates Degree

Professor Swett proposed and currently delivers a program course PSY 273 Chemical Dependency as an online, web-based offering. The course is in the middle of its second offering. A total of 49 students registered, 18 Human Service majors.

E. Summary and Analysis: Role of the Program Advisory Committee

Response:

Again, the Advisory Board has not been utilized as effectively as possible, but its limited involvement has been important. This IPR process has reinvigorated this important resource for the program.*

5. Competition, Marketing Strategies, and Enrollment Projections

- A. Identify the program's primary competitors. Describe the process utilized and/or the rationale to determine the list of competitors.

Response:

The primary competitor who offers an associates degree in human services is Becker College.

Other organizations that could be seen as 'second level' competitors are:

Worcester State College's Urban Studies Program
 Anna Maria College's Social Work Program
 Assumption College's Social and Rehabilitation Program

These programs are considered second level because they do not directly offer a certificate or associates degree in the human service/social service field. They do offer BA degrees in the field, and thus may attract students who are considering human service careers, but do not understand all the educational options.

Mt Wachusset Community College's Human Service Program could also be considered a second level of competition. Although it does offer both a certificate and associates degree, its geographic location has minimal appeal for Worcester and southern Worcester county students. We do compete with them for northern Worcester county students. Route I -190 offers direct, easy access to QCC for residents in the greater Leominster, Ayer area, Just as Route 2 offers direct easy access to the Mount.

As a result of this IPR process, we learned that Mt. Wachusset was selected by the Dept. of Mental Retardation to participate in a project to upgrade the skills of current direct support workers. The QCC Human Service Program was 'overlooked'.

Finally, a recent entry into the local area is the Umass Boston Alcoholism and Chemical Dependency Certificate Program. The courses are offered at Umass Education Center in Westboro. In a letter of introduction, Jack Shea, Director states the following:

"This program consists of five courses and a practicum. The students who complete the program receive a certificate of recognition and are fully prepared to apply for CAC/CADAC certification.... the cost of the program is \$3,500....We know that the demand is great and the program will fill quickly."

A careful review of their program information material does not indicate any college credit available for these courses.

Should recommendations of this IPR be approved, QCC will be offering the same types of courses and practicum. Several questions arise about the best strategy to deal with this "friendly" competition. Should QCC partner with the Umass Certificate to offer college credit and use as a feeder to the Associates degree? Future HS staff should explore this.*

- B.** Identify QCC's program strengths and market niche with respect to these competitors. In other words, what makes QCC's program the first choice?

Response:

Two key areas make QCC Human Service Program the first choice:

1. The cost of quality college credit. Students in a career track or transfer track can save on their education and receive high quality, transfer credits.
2. The program maintains a solid reputation and visibility in the local community centered around the full and adjunct faculty for the human service course.

Dr. Spence and Professor Swett brought 20 years each of active work and volunteer memberships on human service organization boards. Adjunct faculty are all active practitioners in the field, and thus offer a high degree of class/practice currency and enhance the reputation of the program by their commitment and enthusiastic involvement.

- C.** Explain the specific marketing strategies the College has employed with respect to this program over the last three to five years. Please do NOT list general marketing strategies here. Identify targeted marketing efforts relevant to your program specifically.

Response:

There are no specific marketing strategies that relate to this program. The program numbers have remained steady, and efforts to increase program capacity have not received adequate administrative attention. It would be unfair to potential students to actively recruit them to a program that is not ready to effectively serve larger numbers of students.

- D.** Describe how program faculty work with the admissions officers to recruit students into the program. If unknown, outline a recruitment plan with specific activities.

Response:

Only informal, as requested efforts between Dr. Spence and the admissions office were used to recruit students. Dr. Spence would follow up with inquiries as requested by the admissions office. Dr. Spence did participate in all the orientation efforts, describing the HS program and assisting students with first semester questions.

As a result of this IPR process, the current Program Coordinator has met with Admissions to explore recruitment possibilities.

Currently, one simple plan is to have the Admissions Office forward the names of people who are in their "inquiry database" expressing interest in human services. The program coordinator will then send a specially compiled packet of information. The admissions office identified 9 prospects for the Fall 2001.

A second area for enhancing recruitment will require more thoughtful examination and planning. According to the Admission Director, Ron Smith students who select human services but do not meet they entry requirements are placed in the general studies program until they fulfill the minimal requirements. Unfortunately, they are not assigned to human service advisors and often get 'lost' in the complexity of understanding courses of study.

An option to resolve this is to have these students placed in the certificate program.*

According to Mr. Smith, there are currently 31 students listed as General Studies major, but actually applied to the human service program.

- E. Is the need for this program expected to grow or decline over the next five years? Please base your response on specific data.

Response:

The need for this program will grow over the next five years. As noted in Section 1 - several market indicators and projections show clear growth and demand for HS workers.

Section I.3.A2 - reports on the preliminary success of tuition remission for HS workers. QCC has yet to see significant numbers, but as the program is continued and expanded to include evening courses, our program will see an increase.

Section I.3.A3- identifies a sub-group of learners particularly interested in addictions training. A recent visit with Jacquelyn Cummins, Executive Director, The Massachusetts Committee for Voluntary Certification of Alcoholism Counselors, highlighted a potential increase in students who do not have the course selection options that includes college credit in the central Mass area. (see competitors)

Interest expressed by the NEXT STEP Program to offer a human service course of study as well as their Community Health course of study will mean more students in the NEXT STEP Program enrolling in HS courses.

- F. Based on analysis of information presented in this section, prepare enrollment projections for the next five years. Please describe what you believe is the optimum program size.

Response:

Without approval of the recommendations from this IPR, the program is at its optimum size: 110 Associates and 45 Certificate (assuming the Dr. Spence's vacant position will be filled).

If recommendations are approved and implemented in an appropriate time and sequence, the following projections are reasonable

Fall 2001 - Associates Degree - 110
Certificate - 45

Fall 2002 - Associates Degree - 135
Certificate - 50

Fall 2003 - Associates Degree - 170
Certificate - 55

Fall 2004 - Associates Degree - 185
Certificate - 60

Fall 2005 - Associates Degree - 200
Certificate - 50

Thus, with a program consisting of 3 FTE coordinator/faculty; increases in the Practicum hours of learning, changes and additional HS courses, flexible scheduling, on-location course offerings and space considerations, the optimum program size would 200 associates and 50 certificate students.

G. Summary and Analysis: Competition, Marketing Strategies, and Enrollment Projections

Response:

There is little competition in the area offering a certificate or associate degree in human services. Marketing strategies should focus on current direct support workers who are interested in climbing the career ladder. Once a commitment is made by the institution to increase resources for this program, new marketing will result in increased number of students.

6. Opportunities for Program Expansion

A. Are there other directions this program might evolve in order to sustain currency and quality? Consider the following categories, but feel free to include other categories in your responses:

Response:

1. CURRICULUM CONCENTRATIONS

Currently QCC offers two options: a one year Certificate and a two year Associates Degree. The curriculum offers little flexibility for students who have various interests in differing aspects of the helping profession, or those requiring more flexibility in scheduling and deliver formats in order to access the program for career advancement

In addition, more experiential-learning via fieldwork and service learning is needed and required by outside review organizations. There are several areas of weakness that require attention as we work to assure our graduates meet the [Community Support Skill Standards \(CSSS\)](#).

The proposed "new" curriculum will continue to offer the Certificate and Associates Degree, but with flexibility and elective options for areas of emphasis or career interest within both degrees. New courses are also required.

Associates Degree -Transfer option

For students who have expressed goals to obtain a four-year degree in a human service area, but choose to begin their human service education at the community college.

Career option

For students who desire additional coursework in specific career interest areas:
generalist, addiction, gerontology, developmental disabilities

Students will take core courses for all human service degree candidates, and then in their second year have options for electives focusing on their areas of professional/personal interest.

2. ACCESS TO LEARNING

QCC Human Service Program can make important changes that will improve access for the ever-changing pool of potential students. These preliminary suggestions require further development, increased personnel resources and institutional support.

1. Flexible delivery options

- Weekend College - for students who are full time employees and require non-traditional schedule of courses. A specifically designed plan for core Human Service courses would complement gen. ed. courses that are available to the student in the evenings.
- Delivery of core Human Service courses with extended schedules and on site of human service agencies. For example, a group of agencies may have 12-15 employees who would take a the course Intro to Human Services over 9 months (2 hours a week) delivered at a convenient time made available by the agency.

- More courses available in "hybrid" distance ed format. Courses such as Intro to Human Services, Cultural Awareness for Human Service Workers and Introduction to Aging could be redesigned to include both in class and online instruction.
2. Improved marketing and utilization of alternative education opportunities available from the EBE Program such as Portfolio Assessment and Credentialing will be valuable for individuals who have work history.
 3. Professional Development and Continuing Education offerings.

B. Summary and Analysis: Opportunities for Program Expansion

Response:

Program expansion can be implemented in two areas: curriculum improvements and options in delivery of teaching/learning. Section II provides the detail of curriculum changes that will make the program more attractive to students interested in specific populations needing helping services such as substance abusers, elderly and people with developmental disabilities.

Section II: Curriculum, Instruction, Assessment, Program Credentials and Faculty

1. Foundations of the Program

- A. Describe the rationale for offering this degree with respect to environmental scan information (job outlook) and its unique niche in its particular employment sector.

Response:

Several federal, state and professional sources predict higher than average growth for workers in this industry. The Occupational Outlook Handbook summarizes its conclusions as follows:

- Social services, except child care, ranks among the fastest growing industries.
- Human service workers and assistants - the ninth fastest growing occupation - are concentrated in social services. (projections for 1998 - 2008)
- Opportunities for human service workers are expected to be excellent, particularly for applicants with appropriate postsecondary information.

Discussions with local human service agencies indicate the difficulty they are having filling entry-level positions. One significant barrier is the low starting pay rates. Students graduating from local four year colleges with degrees in helping services seek higher paying positions, leaving numerous direct service positions unfilled.

By providing affordable college credit, local residents interested in the helping field, can take advantage of these entry-level positions as a step on a career path which offers advancement as experience and education increase.

- B. List degree or certificate objectives in measurable terms.

Response:

Goals:

1. Prepare students for entry-level, generalist, direct service occupations in human service agencies.
2. Prepare students for further studies leading to advanced degrees in human services or social work.
3. Provide individuals currently employed in human services educational opportunities for personal, professional or career development.

Educational Objectives: The graduating student will

1. Apply formalized concepts of theory about individual and group counseling and practice to their current functions in human service delivery environments.
2. Define the thirteen functions of a generalist human service worker and competently integrate these into his/her role as a member of a service providing team.
3. Demonstrate empathy for individuals receiving services and conduct themselves and their actions in an accepted ethical manner.
4. Demonstrate a commitment to encourage self-sufficiency and age-appropriate growth of individual service recipients.
5. Demonstrate an understanding of community resources, networking and effective referral techniques.
6. Demonstrate the ability to communicate verbally and in writing, using language and terms that are understandable and grammatically correct.

- C. Define expected graduation competencies or student outcomes. Your response should include reference to general education outcomes, employability or “umbrella competencies”, and career-related competencies or technical skills.

Response:

As noted in Section 1, specific student outcomes for program graduates have recently been developed by the HSRI and are titled the Community Support Skill Standards. Prior to this project, student outcomes were broad and focused on roles of a human service worker. This section and its appendices will examine the "crosswalk" of each skill report.

General education outcomes are stated in numerous QCC curriculum materials. All human service students are expected to successfully complete the general education courses and the human services courses that provide the appropriate learning experiences for Core Competencies.

Gen. Ed Competencies	Description/Discussion	HS Program courses emphasizing Core Competencies
Written Communication	Students will build upon the foundations established through the first year coursework in English. The HS Program requires Eng 101 and 102	GRT 101 Intro to Aging HUS 121 Helping Relationships HUS 231 Legal & Ethical Concepts HUS 243 Practicum
Oral Communication/ Teamwork	SPH 101 is required of the students in the Human Service Program.	HUS 121 Helping Relationships HUS 231 Legal & Ethical Concepts HUS 243 Practicum
Quantitative Skills	The current HS Program requires a college math and lab science	HUS 101 Intro to Human Services
Technology: Applications and Resources	Current required course CIS 111 meets this goal in a broad fashion. Embedded into specific human service courses are technology focused lessons.	HUS 121 Helping Relationships HUS 231 Legal & Ethical Concepts HUS 101 Intro to Human Services
Critical Thinking Skills	"Since critical thinking skills cannot be taught in isolation, students are challenged with the application of critical thinking skills throughout their programs."	HUS 231 Legal & Ethical Concepts HUS 101 Intro to Human Services PSY 273 Chemical Dependency
Multiple Perspectives	"QCC has embraced a bold vision of molding a technologically literate, yet human citizenry able to thrive in a global society."	GRT 101 Intro to Aging HUS 121 Helping Relationships HUS 231 Legal & Ethical Concepts HUS 243 Practicum
Experiential Education	Coursework that facilitates learning outside the classroom.	HUS 243 Practicum

SCAN SKILLS

SCAN skills are employability skills the employers have identified as necessary skills to succeed in the work force. Employers feel all students must possess all of these skills.

These skills are:

1. **RESOURCES:** Identifies, organizes, plans, and allocates resources of time/money/material and facilities/human resources.
 - Time: Selects goal relevant activities, ranks them, allocates time, and prepares and follows schedule.
 - Money: Uses or prepares a budget, makes forecasts, keeps records, and makes adjustments to meet objectives.
 - Material and Facilities: Acquires, stores, allocates, and uses materials or space efficiently.
 - Human Resources: Assess skills and distributes work accordingly, evaluates performance and provides feedback.
2. **INTERPERSONAL:** Working with others. Participation as a member of a team. Your contribution to a group effort. Teaching others a new skill. Serving clients/customers. The ability to work well to satisfy a customer's expectations. Exercising leadership. The ability to communicate ideas to justify a position, persuade and convince others, responsibly challenges existing procedures and policies. The ability to negotiate by working toward agreements involving exchange of resources amicably to resolve divergent interests. To be able to work in a diverse environment. To be able to work well with either men or women from diverse backgrounds.
3. **INFORMATION:** The skill to acquire and use information effectively. The skill to acquire and evaluate, organize, and maintain, interpret and communicate information. The way one uses a computer to process information.
4. **SYSTEMS:** The skill to understand complex interrelations. The ability to understand systems, know how social, organizational, and technological systems work and how to effectively operate them. To be able to monitor and correct performance based on distinguishing trends, predicting impacts on system operations, diagnosing systems/ performance and correcting malfunctions.
5. **TECHNOLOGY:** The skill to work with a variety of technology. The ability to select appropriate technology by assessing procedures, tools or equipment, including computers and related technologies. To be able to apply the appropriate technology by understanding the overall intent and proper procedure for setup and the operation of the equipment. The ability to maintain and troubleshoot equipment and technology in order to prevent, identify, or solve problems with equipment, including computers and other technologies.

The Human Services Program curriculum includes learning activities that build SCAN skills. As the QCC HS Program integrates the Community Support Skill Standards into the curriculum, SCAN competencies will be fully addressed. The developers of these Community Support Skill Standards have identified how students developing competency in the twelve CSSS domains are also gaining competence in the SCAN employability skills.

See **Appendix M**.

D. Describe how the program supports the College's mission and purposes

Response:

"Quinsigamond Community College serves the diverse educational needs of Central Mass

The Human Service Program is designed to meet the learning needs of new helpers or current workers. The student population is quite diverse and composed of many non-traditional learners.

by providing affordable, accessible and high quality programming

The courses are very affordable and available days and evenings. The Human Service curriculum has a strong foundation and the full-time and adjunct faculty have years of experience providing helping services.

leading to transfer, career and lifelong learning."

Human Service students transfer to local four-year schools, accept entry-level jobs and are prepared for new roles and career advancement in the helping professions.

E. Summary and Analysis: Foundations of the Program

Response:

The Human Service Program is built upon strong goals and objectives that are the core for human service education across the nation. The curriculum is designed to develop both the broad skills and knowledge for general employability and the specific competencies for effective helping.

This IPR process offers an opportunity to build upon this foundation by integrating recently developed direct service worker competencies into current coursework and new courses.

2. Curriculum

- A. Based on the analysis of regional labor market needs, evaluate the **current** curriculum strengths and identify those areas that you believe require enhancement.

Response:

The efforts to gather information required in Section I, included interviews with local human service agencies on their assessment of QCC's human service curriculum.

Human Service Program retained the services of Jean Kennedy, MA, LMHC (**Appendix X**) to assist with these interviews. She is adjunct faculty, teaching the Practicum course, therefore familiar with many local helping agencies and our curriculum.

For purposes of this IPR, we identified 15 different agencies large and small to visit and interview the people responsible for recruiting, hiring and training. This included at least one agency from the following list:

- substance abuse agencies
- agencies serving the mentally retarded
- agencies serving the mentally ill
- agencies serving adolescence
- neighborhood centers (also known as settlement houses)
- agencies serving the elderly
- agencies providing basic human services: food and shelter
- agencies providing community-based support for physically disabled

[Appendix N](#) includes documentation for this activity: the agencies surveyed, the interview questions and the replies. These results are another influence that requires proposed curriculum changes noted below.

The current curriculum of the human service program, although theoretically and pedagogically sound, is not fully able to address the needs of students, employees and employers in the 21st century.

- Few options available for students who may have professional interests in a particular segment of human service needs.
- Inadequate learning opportunities in the theory and practice of group process.
- Over emphasis on counseling/clinical skills for a two year program.
- Current curriculum not designed to meet the newly developed competencies for human service direct service workers.
- No experiential learning in local agencies is offered in the Certificate Degree curriculum.
- No coursework in developmental disabilities and mental retardation, yet there is a strong demand for workers in this area.
- Need improved access and credit options for individuals currently employed as entry-level workers.

B. Include the **proposed** curriculum for each of the current or proposed options in the program.

Response: CURRICULUM REVISIONS Associates Degree

These choices require informed advising.

Associates Degree: Transfer option

For students who have expressed goals to obtain a four year degree in a human service area, but choose to begin their human service education at the community college.

Associates Degree: Career option

For students who desire additional coursework in specific career interest areas: generalist, addiction, gerontology, developmental disabilities. Students will take core courses for all human service degree candidates, and then in their second year have options for electives focusing on their areas of professional/personal interest.

Current Curriculum		Proposed Curriculum	
Semester 1		Semester 1	
HUS 101 Introduction to Human Services	3	HUS 101 Introduction to Human Services	3
PSY 101 Intro to Psychology	3	HUS 121 Helping Relationships: Delivering Human Services	3
SOC 101 Intro to Sociology	3	PSY 101 Intro to Psychology	3
ENG 101 English Comp & Literature I	3	SOC 101 Intro to Sociology	3
HUS 121 Helping Relationships: Delivering Human Services	3	ENG 101 English Composition & Literature I	3
	15		15
Semester 2		Semester 2	
ENG 102 English Composition II	3	ENG 102 English Composition II	3
PSY 231 Intro to Counseling	3	HUS 141 Community Service: Delivering Human Services *	3
PSY 262 Abnormal Psychology	3	HUS 125 Group Dynamics *	3
SOC 111 Social Problems & Social Change	3	PSY 273 Chemical Dependency	3
CIS 111 Micro Computer Applications in Business	3	GRT 101 Intro to Aging	3
	15		15
Semester 3		Semester 3	
GRT 101 Intro to Aging	3	SPH 101 Speech Communication Skills	3
HUS 231 Legal & Ethical Concepts	3	HUS 221 Cultural Competence for Human Service Workers *	3
SOS 211 Death & Dying	3	- Guided Elective (see list)	3
PSY 235 Counseling Methods	3	HUS 231 Legal and Ethical Concepts in Human Services	3
___ - ___ Lab Science Elective	4	PSY 231 Intro to Counseling	3
	16		15
Semester 4		Semester 4	
HUS 243 Human Service Practicum	4	___ - ___ Math or Science Elective	3
PSC 221 State & Local Government	3	___ - ___ Guided Elective (see list)	3
PSY 273 Chemical Dependency	3	HUS 243 Human Services Practicum	4
SPH 101 Speech Communication Skills	3	___ - ___ Liberal Arts Elective	3
___ - ___ Math Elective	3	___ - ___ Guided Elective (see list)	3
	16		16
TOTAL CREDITS	62	TOTAL CREDITS	60- 61

* new courses

Students will take core courses for all human service degree candidates, then in year two have options for electives which focus on their interests and career direction (guided electives).

NEW COURSE PROPOSALS:

Needed Immediately - see [Appendix O](#)

Community Services: Delivering Human Services
Cultural Competence for Human Service Workers
Group Dynamics

To Be Developed Next Fall

Treatment Approaches for the Substance Abuser
Understanding Developmental Disabilities
Psychosocial Rehabilitation

Guided Electives

Guided Electives - students are encouraged to elect 3 courses (9 credits) from the list below.

Electives	Generalist	Addictions	Gerontology	Dev. Disability
HUS 122 Community Development	X	X	X	
IDS 142 Health Promotion and Wellness	X	X	X	
PSY 121 A Survey of Life Span Development: Conception-Death	X		X	X
PSY 262 Abnormal Psychology	X	X		
PSY272 Alcoholism: Counseling & Treatment	X	X		
SOC 111 Social Problems; Social Change	X			
PSY 117 Human Relationships and the Family	X		X	X
SOC 212 Juvenile Delinquency & the Juvenile Justice System	X	X		
SOS 211 Death and Dying	X		X	
HUM 101 Critical Thinking and Problem Solving	X		X	X
CIS 111 Micro Computer Applications for Business	X	X	X	X
ECE 141 Child Abuse and Neglect	X			X
MGT 211 Principles of Management	X			

Depending on the student's individual career interests, advisor will recommend selections as indicated.

CERTIFICATE

The **Human Services Certificate** prepares students for entry-level positions in human services. A review of job ads indicates that most entry-level, direct support workers are required to have a high school diploma. Students completing the Certificate will have better preparation to be an effective helping person, thus be more attractive to employers. The Certificate also provides opportunity for persons currently employed in human services to begin the educational journey for career advancement. Finally, most credits from the Certificate can be applied to the Associates degree.

In order to make this Certificate more accessible to current human service workers and maintain a solid foundation of learning for new entry-level workers some revisions are proposed.

Certificate in Human Services

Current Curriculum		Proposed Curriculum	
Semester 1		Semester 1	
HUS 101 Introduction to Human Services	3	HUS 101 Introduction to Human Services	3
HUS 121 Helping Relationships:Delivering Human Services	3	HUS 121 Helping Relationships:Delivering Human Services	3
PSY 101 Intro to Psychology	3	PSY 101 Intro to Psychology	3
SOC 101 Intro to Sociology	3	SOC 101 Intro to Sociology	3
ENG 101 English Composition & Literature I	3	ENG 100 English Communication or higher	3
	15		15
Semester 2		Semester 2	
ENG 102 English Composition & Literature II	3	ENG 101 English Comp. & Literature I (or II)	3
PSY 231 Intro to Counseling	3	HUS 141 Community Services: Delivering Human Services *	3
PSY 232 Abnormal Psychology	3	HUS 125 Group Dynamics *	3
SOC 112 Social Problems and Social Change	3	___ - ___ Guided Elective	3
___ - ___ Elective	3	___ - ___ Guided Elective	3
	15		15

- C. For each course in the **revised** curriculum, provide a description, statement of goals, major topics covered, primary texts or materials, and instructional technology used. (Please refer to the attached format.)

Response:

See Appendix O

- D. Describe the rationale for the course sequence in the **revised** program. A rationale of course sequence should be provided for the specific program related courses, the general education courses, electives, etc.

Response:

ASSOCIATES DEGREE

The revised course sequence is designed around three key needs:

1. Additional "experiential, community learning" experience in the first year of study.
2. Core human service courses in understanding "self" as a key tool for helping others and the essential benefits of working in groups.

3. Introductory coursework in gerontology, chemical dependency and general human services; offering all students a core of information that might help if they are unsure about what they prefer to do in human services.
4. Basic competencies in writing are required early in the program.

E. Explain how the general education components are integrated with the department specific courses.

Response:

The proposed associates degree curriculum meets the requirements for general education and core curriculum competencies, while expanding coursework and competencies in human service work.

General Education Courses

PSY101	3	ENG101	3	TOTAL 24
PSY235	3	ENG102	3	
SOC101	3	L. A. Elect	3	
SPH101	3	Science Elect	3	

Core Curriculum Competencies

Course Number	Course Title	Core Curriculum
HUS101	Intro to Human Services	1, 4
HUS121	Helping Relationships: Delivering HS	4, 5
HUS141	Community Services: Delivering HS	2, 6
HUS122	Community Development	2, 6
HUS125	Group Dynamics	2, 5
HUS221	Cultural Competence for Human Service Workers	1, 6
HUS231	Legal & Ethical Concepts in HS	1, 2, 4, 5
HUS243	Human Service Practicum	5, 6
GRT101	Intro to Aging	1

- 1 - Written Communication Skills
- 2 - Oral Communication/Teamwork Skills
- 3 - Quantitative Skills
- 4 - Technology (application and resources) Skills
- 5 - Critical Thinking Skills
- 6 - Multiple Perspectives

F. Does the curriculum incorporate “writing across the curriculum”? Provide an illustration, if applicable.

Response:

The reply is "yes", unfortunately QCC does not have a designated "writing across the curriculum" coordinator. Or, if there is such a coordinator, they are quite invisible.

An illustration of how the curriculum incorporates writing is found in the course “Legal and Ethical Concepts in Human Services”. Students are assigned a research/argument paper on the equality of justice in the US. Professor Fredrickson has been helpful, volunteering to visit the course, review the elements of an argument paper and brainstorm ideas with students.

G. Describe how the program meets the QCC philosophy of “high tech, high touch, high quality”.

Response:

The Human Service Program, both in its current structure and the proposed changes fully meets the "high tech, high touch and high quality" motto.

- Courses are integrating appropriate technology and other resources that assist in human service delivery, one required course is currently offered "on-line".
- Students receive significant direct contact with program staff throughout their period of learning and the Human Service Club allows for additional relationship building among students.
- Quality is maintained by the programs continued memberships in appropriate associations that inform staff of best practices in the human service field, and will continue thanks to this IPR process.

H. Does the program structure provide students with at least one elective choice? If no, is it possible to revise the curriculum so that there is at least one elective? Please explain your response.

Response:

The current associates degree curriculum offers only one "token" elective choice, they can select any lab science. In the certificate program, students have one liberal arts elective, but are strongly recommended to take CIS 111.

The proposed program curriculum changes address this weakness.

I. Summary and Analysis: Description of Curriculum

Response:

Based on research from a variety of local, academic and professional sources, significant changes are being made to assure our curriculum maintains high quality and provides local helping agencies competent employees. In addition, changes also reflect the need to be sure entry-level workers are soundly trained or that students interested in four year degrees are appropriately prepared for transfer. Below is a "summary" chart noting these learning options.

**CLARIFYING THE STUDENT OPTION: TRANSFER or CAREER INTERESTS
(using Guided Electives)**

TRANSFER (new curriculum)		CORE		CAREER (new curriculum)	
Semester 1		Semester 1		Semester 1	
HUS 101 Introduction to Human Services	3	HUS 101 Introduction to Human Services		HUS 101 Introduction to Human Services	3
HUS 121 Helping Relationships: Delivering Human Services	3	HUS 121 Helping Relationships: Delivering Human Services		HUS 121 Helping Relationships: Delivering Human Services	3
PSY 101 Intro to Psychology	3	PSY 101 Psychology		PSY 101 Intro to Psychology	3
SOC 101 Intro to Sociology	3	SOC 101 to Sociology		SOC 101 Intro to Sociology	3
ENG 101 English Comp. & Literature I	3	ENG 101 English Comp & Literature I		ENG 101 English Composition & Literature I	3
	15				15
Semester 2		Semester 2		Semester 2	
ENG 102 English Composition II	3	ENG 102 English Comp II		ENG 102 English Composition II	3
HUS 141 Community Services : Delivering Human Services *	3	HUS 141 Community Services: Delivering Human Services *		HUS 141 Community Services: Delivering Human Services *	3
HUS 125 Group Dynamics *	3	HUS 125 Group Dynamics *		HUS 125 Group Dynamics *	3
PSY 273 Chemical Dependency	3	PSY 273 Chemical Dep.		PSY 273 Chemical Dependency	3
GRT 101 Intro to Aging	3	GRT 101 Intro to Aging		GRT 101 Intro to Aging	3
	15				15
Semester 3		Semester 3		Semester 3	
SPH 101 Speech Communication Skills	3	SPH 101 Speech		SPH 101 Speech Communication Skills	3
HUS 221 Cultural Competence for Human Service Workers *	3	HUS 221 Cultural Competence for Human Service Workers *		HUS 221 Cultural Competence for Human Service Workers *	3
____ Guided Elective (see list) or Lab Science	3-4	____ Guided Elective (see list)		____ Guided Elective (see list)	3
HUS 231 Legal and Ethical Concepts in Human Services	3	HUS 231 Legal & Ethical Concepts in Human Services		HUS 231 Legal and Ethical Concepts in Human Services	3
PSY 231 Intro to Counseling	3	PSY 231 Intro to Counseling		PSY 231 Intro to Counseling	3
	15				15
Semester 4		Semester 4		Semester 4	
____ Math (100 or higher)	3	____ Math or Science Elective		____ Math or Science Elective	3/4
____ Guided Elective	3	____ Guided Elective		____ Guided Elective (see list)	3
HUS 243 Human Services Practicum	4	____ Guided Elective (see list)		HUS 243 Human Services Practicum	4
____ Liberal Arts Elective	3	HUS 243 Human Services Practicum		____ Liberal Arts Elective	3
____ Guided Elective (see list)	16	____ Liberal Arts Elective		____ Guided Elective (see list)	3
	17	____ Guided Elective (see list)			16/17

3. Relevance of Instructional Methodologies, Assessment Strategies and Program Credentials

- A. Summarize the INSTRUCTIONAL METHODOLOGIES utilized in the program. What are the strengths and challenges of these methodologies?

Response:

The faculty in the human service program utilize a wide range of methodologies for teaching/learning. We expect that faculty delivering core general education courses do the same.

- Lecture and audio/visual resources to explain key facts and concepts
- Worksheets and small group activities that require application of learning
- Role play and simulation that offer practice activities
- Introduction to learning resources in the QCC library or web-based resources
- Group activities that offer experience in reaching consensus and teamwork
- Practicum experience: supervised activities in human services agencies
- One required course is available in on-line format

The strength of this variety of methods is the ability to meet the different learning styles of our student population. As noted in an earlier section, "hands on" learning is essential for human service students. One significant challenge of this method is the organizational demands to identify, establish agreements with and maintain ongoing connections to local human service providers .

- B. Provide recommendations for additional methodologies that would enhance students' learning. More specifically, are there additional ways in which instructional technology could enhance students' learning? Options for distance learning? Please explain your answer, and include how the College might support these efforts.

Response:

As documented in Section III.2.C, the availability of quality and effective instructional technology resources for human service coursework is limited, but now growing. Over the next 1-2 years, all human service faculty need to preview various products that are coming on to the market.

What we will be seeking are learning or assessment IT products that will help the faculty and learner to address the skill standards being integrated into the curriculum. An initial attempt to try out existing products occurred in 1997. A mini-grant on integration of technology into the coursework of the program was funded.

Project Description:

The use of the personal computer in human service agencies began more than a decade ago. Yet most of the tasks assigned to the computer were limited to clerical, financial and administrative. Recently, agencies and workers apply the technology to assist in components of service delivery. In the introduction of the text Human Services: Practice, Evaluation and Computers, the authors state "The computer is a tool. Therefore, its use must be guided by the values, knowledge base and practice activities of the profession in question." This integration project proposes to assist human service students' benefit from the capabilities of the computer in delivering services without detracting from the critical importance of the interpersonal helping relationship. **See Appendix T.**

One limitation may be the costs of software or products. Creative use of the ILC with a small collection of products may offer a solution.

This author and faculty person has begun preliminary planning to convert two additional courses for online delivery: Legal and Ethical Concepts in Human Services and Introduction to Aging.

- C. Please provide a detailed **ASSESSMENT** plan outlining the methodologies used for on-going student assessment and final outcome assessment.

Response:

This segment will address several current assessment methods, but will also discuss the need for a more thorough review and design of assessment as the curriculum changes and skill standards are incorporated.

Currently, student assessment is performed in the individual human service courses. A form of final outcome assessment is conducted in the Human Service Practicum course. This course is taken in the final semester of study and requires as pre-requisite all the listed human service courses.

See **Appendix E** for documents of student assessment in the practicum.

In each individual course assessment methodologies are utilized that are appropriate to the goals and purpose of the course.

For example, the course Introduction to Human Services is designed for student learning about the theories, models, history and systems of human services. It is content heavy. Therefore assessment methods used include:

- Quizzes and exams
- Brief essays on human services populations and theory
- Worksheets addressing local human service agencies and network of services
- Presentation of a "fact sheet" on a particular problem in living such as homelessness or poverty

In comparison, the course Helping Relationships: Delivering Human Services is designed for student learning about the characteristics and skills for effective work with people. Methods of assessment include:

- Journaling that requires self-assessment of student core characteristics and growth areas
- Role playing, conducting initial interviews with clients, observed by instructor
- Report writing, reviewed by instructor
- Small group activities with expected outcomes

- D. Describe the strengths and challenges of each of the assessment methodologies listed above.

Response:

The strengths of various methodologies relates to the fact that learning outcomes include knowledge, critical thinking skills, values and skills. Using a variety of methods, appropriate to the course objectives provides a more complete picture of the learner.

The challenge of including various methodologies pertains to the individual capacity of various instructors to be competent in designing, implementing and assessing the results of the methodology.

Finally, although the Practicum offers the opportunity to receive feedback about a students competency from an outside source as well as the observations of the practicum facilitator, assessment by personnel at agencies can vary widely in thoroughness and accuracy.

E. Provide recommendations for additional methodologies to evaluate student achievement.

Response:

Now that significant changes to the curriculum and individual courses that attempts to integrate the Community Support Skill Standards are being approved, the assessment methodologies for this curriculum must be reviewed and revised. A recommendation of this IPR will be to establish a timeline for current and new faculty to conduct this review. Products from the HSRI, developers of the standards, offer a starting point and assistance. This team has identified "performance indicators" for each skill standard. See [Appendix P](#).

F. Has this program been evaluated by an EXTERNAL ACCREDITATION organization within the last five years?

Response:

NO.

G. If yes, please provide name of organization and date of last accreditation review. Did the program meet all of the accreditation requirements? If no, please explain. Attach the summary of the accrediting team's recommendations.

Response: not applicable

H. If the program has **not** been evaluated externally, list any appropriate professional accreditation or licensure for this program that the College should pursue. (e.g., industry certifications, professional associations, etc.)

Response:

Review Section I. 1. A for details about the Council for Standards in Human Services Education.

This organization, along with the National Organization of Human Service Educators, are working to integrate the Community Support Skill Standards into program certification standards. Based on findings from this IPR, the QCC Human Service Program should apply for certification after proposed curriculum changes are implanted.

Certification would offer another avenue to assure program currency and 'legitimize' the program within the institution. See [Appendix Q](#) for the CSHSE Standards.

I. What changes, if any, might need to be considered to foster enhanced program quality?

Response:

- inclusion of an internship or other work-based learning experience in the Certificate
- introduction of 1 or 2 electives to allow students to self-select learning opportunities
- enhanced assessment of student competencies built around the Community Support Skill Standards
- better integration of technology applications
- specific instructional aides/software etc.
- more full time faculty as detailed in Section II.6
- more coordination of faculty efforts, particularly with adjuncts
- attainment of program accreditation, certification, or licensure
- improved institutional data collection and reports to the program

J. Summary and Analysis: Relevance**Response:**

The human service program has offered a sound learning experience, but improvements are required to assure appropriate learning and competency development for future helping professionals. Building on the efforts of HSRI's Community Support Skill Standards, the QCC program will improve the methods of instruction and assessment. This will require efforts by current and new faculty over the next year as the new curriculum is implemented.

To assure that relevance and quality is maintained in the future, certification from the Council for Standards in Human Service Education should be obtained.

4. Program Growth Opportunities

- A.** In your opinion, would it be beneficial to develop a common core curriculum among related career programs? (E.g., computer education, business, administrative support, electronics, etc.) Please explain your answer.

Response:

Three program in the Division of Business Management and Human Services have several similarities and overlapping areas of learning. The Early Childhood Education Program, The Criminal Justice Program and The Human Services Program are all focused on human needs. I'm not sure a common core curriculum would be beneficial, but as in the proposed changes in the human services curriculum, coursework from other programs should be available.

- B.** Describe, in detail, all potential areas for program growth. Include, but do not limit your response to the following:

Response:

- **Career Ladder Potential**
This clearly is an area for growth. As noted in previous sections, many human service workers have entry-level jobs that do not require college study. Opportunities for career advancement by expanding ones education is being encouraged throughout the human service system
- **Professional/Continuing Education Opportunities**
One recommendation that will be included in the summary of this IPR addresses the need to explore and expand opportunities in this area. Many agencies require certain "core" competencies in areas of emergency responses, medication management and behavior management. These may be a valuable offering of QCC Professional/Continuing Ed.
- **Flexible Delivery Options**
See Section I.6.A2
- **Enhanced Instructional Methodologies**
- **Distance Learning Course Development**

- C.** Summary and Analysis: Program Growth Opportunities

Response:

Many opportunities exist for growing the human service program. Existing faculty resources are inadequate to respond to creative opportunities.

5. Student and Program Assessment (Review relevant data over last five year period.)**Student Statistical Data**

- A. What have been the incoming students' average scores on QCC placement tests each year for the last five years?

Response:

This data is not available from existing institutional resources and indicates an area for institutional improvements in data collection and reporting that will assist this program (and others) in self-evaluation, establishing benchmarks and reviewing outcomes.

- B. What are the graduating students' average college GPAs over the last five years? GPAs in major courses? Please describe the additional measures of central tendencies; i.e. median, mode, etc.

Response: These numbers are for Associate Degree students

Year	CGPA	Number Graduates
1993	3.19	22
1994	3.24	21
1995	3.34	28
1996	3.27	27
1997	3.21	28
1998	3.20	27
1999	3.09	32
2000	3.36	20

- C. If relevant, how have students performed during their field placements or related work-based learning experience?

Response:

Our students have performed well in their placements over the past five years. Based on visits from the Practicum instructor and written assessments, QCC students have been described as well prepared as students from four year programs.

See Appendix R - Practicum Evaluations and Section III.5.I (pg 46).

- D. Indicate the number of students who have transferred to a four-year program, if applicable

Response:

This item is not easy to document.

The QCC Office of Transfer and Articulation is unable to track students who have enrolled for the various state-wide offered programs.

The author of this report has reviewed 3 years of individual, anecdotal data gathered by the previous Program Coordinator and concludes the following:

One third of the QCC graduating students transfer to a four year program, full time.

One third of the QCC graduating students transfer to a four year program, part time.

One third of the QCC graduating students do not pursue advanced college preparation.

E. Track the average earnings of program graduates each year for the three years immediately following graduation.

Response:

1. This data is not available from existing institutional resources and indicates an area for institutional improvements in data collection and reporting that will assist this program (and others) in self-evaluation, establishing benchmarks and reviewing outcomes. M. Kerns, QCC research person, conducted some follow-up information from career program graduates. The form included questions on salary. Published reports may be available.

2. A voluntary survey conducted by the HS Program for this IPR is in progress and this information may be available depending on replies. This task is unfinished and a recommendation in the summary section of this IPR will call for this task to be completed within the next year.

3. Generic data from several sources reveal the following about earnings:

Community and Social Services Occupations top						
			Wage Estimates			
SOC Code Number	Occupation Title	Employment	Median Hourly	Mean Hourly	Mean Annual (1)	Mean RSE
21-0000	Community and Social Services Occupations	48,730	\$13.81	\$15.31	\$31,850	2.7 %
21-1011	Substance Abuse and Behavioral Disorder Counselors	1,540	\$12.90	\$13.99	\$29,110	3.3 %
21-1012	Educational, Vocational, and School Counselors (3)	6,750	\$20.90	\$19.90	\$41,390	2.5 %
21-1013	Marriage and Family Therapists	100	\$14.12	\$14.79	\$30,750	3.5 %
21-1014	Mental Health Counselors	3,560	\$13.12	\$14.82	\$30,820	5.2 %
21-1021	Child, Family, and School Social Workers	6,870	\$16.39	\$17.06	\$35,490	3.4 %
21-1022	Medical and Public Health Social Workers	3,540	\$18.32	\$18.93	\$39,380	2.8 %
21-1023	Mental Health and Substance Abuse Social Workers	2,920	\$13.35	\$14.85	\$30,890	4.4 %
21-1091	Health Educators	1,060	\$14.02	\$16.94	\$35,230	6.4 %
21-1093	Social and Human Service Assistants	8,980	\$10.73	\$11.73	\$24,410	2.2 %
21-2011	Clergy (3)	320	\$15.39	\$16.00	\$33,280	9.5 %

Source: Bureau of Labor Statistics; State Data 2000

Program Statistical Data

F. Provide a summary of the program’s enrollment patterns over the last five years.

Response:

Student enrollment in the Human Service Program, according to data from the QCC Registrar and the Occupational Education Report:

- 1994 - 121 (88 in Associates Degree, 33 in Certificate)
- 1995 - 114 (88 in Associates Degree, 26 in Certificate)
- 1996 - 127 (96 in Associates Degree, 31 in Certificate)
- 1997 - 190 (115 in Associates Degree, 74 in Certificate)
- 1998 - 198 (132 in Associates Degree, 66 in Certificate)
- 1999 - 151 (101 Associates Degree, 50 Certificate)

This author is of the opinion that the number of enrolled students declined is a consequence of QCC attempting to offer a needed program without adequate human and fiscal resources. Prospective students "hear about" the availability and access to "human service" faculty.

G. Indicate the program retention rate over the same period.

Note: Consider two cohorts: Fall to Spring (same year); Fall to following Fall (one year).

Response:

This requires some assumptions and manipulation of the data. First the Human Service Program has had a consistent number of graduates each May. The numbers in response to H. above indicate growth in the program numbers from '96 - '98. One might assume that reflects both new students and high retention.

This is another example indicating a need for a strong, accessible institutional data and research resource.

H. Determine the average number of semesters it takes for students to complete the program.

Response:

Based on my five years experience as advisor to 25-30 human service students, it takes an average of 5-6 semesters to complete the associate's degree.

Two factors influence the completion time.

1. A very high percentage of entering students test into developmental English and math. This is not unique to human service students. According to data from the Assessment Office, a high percentage of new students test into developmental English and Math.
2. Many entering human service students can be categorized as non-traditional. They are older, with families and jobs. In 1996 Dr. Spence compiled some data with the assistance of Ms. Kerns. General observation suggests these numbers currently hold true Therefore the time available for taking courses is restricted.

	Human Services Degree	Human Services Certificate
Disabled	2	6
Economically Disadvantaged	23	59
Academically Disadvantaged	31	71
Non-Traditional	7	23

I. Define **indicators of program quality**. Describe specific strategies used to assess the success of the program in achieving its stated objectives.

Response:

Currently program quality can be assessed by

a. the number of positive HS Practicum Evaluations (review **Appendix R and E for details and sample evaluations**)

School Year 2000-2001	Avg	Median	Rating
Number of students= 31			
Professionalism			
Appearance and General Attitude	4.39	4.00	5=Outstanding
Attendance/Work Ethic	4.42	5.00	4=Above Average
Respect for Confidentiality	4.47	5.00	3=Average
Familiar with Agency/Program	4.13	4.00	2=Below Average
Professional Boundaries	4.29	4.00	1=Unsatisfactory
Interpersonal Skills			
Acceptance of others values and culture	4.47	5.00	
Seeking feedback on performance	4.13	4.00	
Relationship with client/consumer	4.32	4.00	
Relationship with staff/team work	4.45	5.00	
Willingness to learn/improve	4.58	5.00	
Case Management/Clinical Skills			
Intake and Assessment Skills	3.92	4.00	
Case management skills	4.00	4.00	
Interviewing/Counseling skills	4.10	4.00	
Written documentation skills	4.17	4.00	
Treatment/discharge planning	4.00	4.00	
Organizational/task completion	4.20	4.00	
Verbal communication skills	4.33	4.00	
Written communication skills	4.13	4.00	
Summary	4.28	4.29	

b. the number of students finding jobs and the number of students accepted into four-year programs. This data is not readily available.

Efforts to capture and disseminate this data must be built into the institutional and program yearly activities. *

Although QCC Human Service Program has not received certification from the CSHSE, as noted previously, the program has maintained membership and has made program revisions based on the Council Program Standards.

J. Summary and Analysis: Program Assessment

Response:

The QCC Human Service Program numbers are consistently strong. Although some data is unavailable, existing data is positive about the quality of the program.

6. Faculty

A. Is the current faculty able to adequately address the instructional needs of all courses, both general and specialty, in the program?

Response:

A resounding NO. First, placing this response in context, the HS Program had two full time faculty from 1995 - 2000. With the retirement of the Program Coordinator/Faculty, the Program is now functioning one FTE short.

Secondly, the HS Program was able to implement few program enhancements and expansion possibilities as proposed in the "Visions Report" for 1996/97" (see Appendix F) because of inadequate human and support resources.

Third, the intensive attention required for placement and supervision of students in fieldwork practicum, requires additional professional personnel. Adding a new course requiring community-based learning will only add to the need for more human resources for this program.

Finally, the HS Program is fortunate to have several adjunct faculty drawn from the field of practice. (see [Appendix S](#)) Unfortunately, little support, supervision and planning for maximum effective allocation of these critical human resources is available with the recent past pattern of one FTE Coordinator/Faculty and one FTE faculty.

B. Is institutional support for upgrading faculty credentials required? If yes, please explain the kind of upgrade required and approximate cost associated with the upgrade?

Response:

This is not an area of need. The current full time and adjunct faculty members bring both experiences in the human service delivery system and in teaching/training.

C. Over the last five years, what has been the ratio between full-time and part-time faculty within this program?

Response:

Key Context Point: The HS Program has required the course and personnel resources from other academic divisions; specifically psychology and sociology. The HS Program Division Associate Dean or the HS Program Coordinator have little influence on the quality and effectiveness of adjunct faculty (or full time faculty).

1995-2000: This program included one FTE Program Coordinator/Faculty and one FTE faculty.

Adjunct faculty typically covered evening DCE courses. After reviewing several past semester course offering catalogs, a fair accounting would set the ratio for most semesters at

2 FTE teaching 8-9 courses	2 adjunct faculty teaching one course each
----------------------------	--

D. Describe how adjunct faculty are integrated into the existing program.

Response:

Unfortunately, the HS Program experience mirrors the majority adjunct experience at QCC. There is not (yet) in place an efficient, professionally friendly and easily accessed format for integrating adjunct into the program.

One critical issue concerns the lack of uniform outcome objectives for the same course taught by a full time faculty versus an adjunct. This program review and subsequent revisions to courses specifying discipline competencies that should be demonstrated from each course will correct this problem.

E. Should the College employ additional full- or part-time faculty in this discipline? Provide a detailed rationale.

Response:

A resounding YES. First, placing this response in context, the HS Program had two full time faculty from 1995 - 2000. With the retirement of the Program Coordinator/Faculty, the Program is now functioning one FTE short.

Considering current circumstances, the College minimally **must** replace the retired full time tenured faculty..

Then, should the College agree that workforce and community need trends indicate enhancement and expansion of the HS Program, the program would need one additional full time faculty.

RATIONALE and PLAN

The following proposal for human resources required to solidify and expand the QCC Human Service Program is proposed after thoughtful reflection on QCC past five years of service, current trends and future needs.

The Human Service Program requires 3 FTE professionals. They are as follows:

1. Coordinator of Experience Based Learning/Faculty

This person would focus efforts on identifying, securing (via agreements), placing, supervising, monitoring and evaluating all community/experienced based education for HS Program students. This person would also teach other HS courses. These duties would be carefully designed to meet the MCCC contract:

Teaching 3-4 courses as assessed by the MCCC contract
Advisor for 18 HS students

2. Program Coordinator/Faculty

This person would be responsible for the currently required Coordinator duties. If recommendations for program changes are approved, the responsibility of the Coordinator will crucial to program operation. The duties of this person would include:

Recruiting, interviewing and assigning courses to adjunct faculty and supporting
Annual review and promulgation of outcomes for the HS courses and program
Catalyst for a HS Club that involves all students, nt just the "practicum class". (see appendix)
Active participation in regional HS organizations
Assist the Division Dean with planning for each semester's required course offerings
Convene Advisory Committee three times yearly
Facilitate action oriented meetings of all HS Program professionals
Partner with Admissions and Registrar to guide students to an appropriate course of study (read follow up inquiries, energize orientation and market HS)
Advising 18 students (per MCCC contract)
Teaching duties (per MCCC contract)

3. Faculty

This person would be the primary teaching resource for HS Program courses. This learning facilitator would be identified as the key faculty/advisor for Human Service Program courses.

Per MCCC contract, this person would

Teach four Human Service courses each semester:

- Intro to Human Services
- Helping Relationships
- Legal and Ethical Issues in HS
- Group Work in Human Services *
- Developmental Disabilities *
- Treatment of the Substance Abuser

Advisor to HS students

The MCCC contract requires a 5 course load and 18 advisees for fulltime faculty. Alterations in this pattern can be designed at the agreement of management and the faculty willing to re-direct efforts. This author suggests the full time faculty be granted one course reduction in order to do advising with more human service students.

- F. Describe how all faculty members contribute to curriculum development and overall program cohesiveness. Do ALL faculty members, both full and part-time have an opportunity to contribute to curriculum development?

Response:

Prior to this IPR, the previous Coordinator was very supportive and interested in including the full time faculty into curriculum development. How adjuncts were included is unknown to this author.

- G. Does the current level of support staff meet the needs of the program faculty? Please explain your answer.

Response:

The HS Program has never had assigned support staff. Support staff from the Dean of Business Management and Human Services have provided assistance when requested and available. Dr. Spence requested and periodically was assigned as 'work study' person. This author suggests that this area be re-examined after full time faculty are hired and filling their roles.

- H. Summary and Analysis: Faculty

Response:

Additional faculty are required to maintain and grow the human service program. These new faculty should have specific duties to assure successful implementation of program changes and growth.

Section III: Institutional Support and Other Program Resources

1. Program Supports

(Please note: Use this section to reflect upon what institutional supports would be useful and why.)

- A. List targeted program marketing and recruitment strategies employed over the last two years? In your opinion, are they appropriate to sustain strong enrollment?

Response:

To this author's knowledge, there has been no program marketing or recruitment strategies employed over the past 2-3 years. One reason, the number of students in the program placed full demand on the faculty and program resources available to assure a strong learning experience.

In the 1997 Academic Unit Vision Report required by the Dean of this division, several recommendations were made focusing on program needs and growth. This report was "filed" with no action. (Review Appendix F)

It would have been unethical and disingenuous to 'recruit' more students when academic and institutional resources would not be available for a satisfactory experience by these 'customers'.

- B. Provide recommendations for new or additional marketing or recruitment strategies.

Response:

This question presents an ethical and practical dilemma. As noted several times in this review, the Human Service Program is in a state of "suspended animation". To return to the past level of practice, which would limit the yearly numbers of students, one full time position must be filled in FY 2002.

If this is the extent of the institution's support, then recommendations for additional and creative recruitment strategies are minimal.

But, if the institution decides to accept the data and suggestions for expanding our ability to meet the need for more 'trained' human service workers, several creative strategies are possible.

1. Design a program to recruit current workers in local agencies who have not attained any academic degree. Include options for coursework that offer flexibility and access.
2. Identify coursework that would contribute to the requirements of certification for addictions counselor or continuing education credits. Buy the mailing list from the Mass Certification Board.
3. Formalize links with "pipeline" organizations providing the access to employees who are being encouraged to climb the "career ladder".

- C. Does the program have sufficient linkages with business, community-based organizations, other colleges and universities, or K-12 public schools? Please explain and cite specific examples. Present in chart form as explained in the guidelines for C & D, opposite page.

Response:

The Practicum Course (HUS 243) provides the Human Service Program with an invaluable linkage to community-based organizations. Each semester 15-20 students are placed with an agency and are visited at least once by a H.S. Program faculty. The exchange about each student and their competency provides critical information to all stakeholders.

As a result of this IPR, new linkages with the NEXT STEP program team and the Umass University Without Walls are developing and must be maintained.

Currently, the human service faculty maintains limited professional linkages with several colleges. The outcome of these connections is not measurable.

- D.** Provide suggestions for improved program linkages. What, if any, assistance do the program faculty need in order to facilitate these linkages effectively?

Response:

Again, when the institution commits more resources to the H.S. Program, a plan for effective use of those resources has been described in earlier sections of this report.

The two "new" full time positions will have job descriptions that require regular and creative responsibilities focused on linkages or 'partnership development' with community-based organizations.

(Review [Section II.6. A-E](#))

- E.** Does the program have appropriate equipment to meet the instructional demands of the program? (e.g., medical equipment, laboratory supplies, computer hardware and/or peripherals)

Response:

The Human Service Program does not require special space or equipment. So, in this area we are very "inexpensive".

One challenge for the H.S. Program is one that will be noted in several sections of this IPR and I predict raised in future IPRs.

Computer lab availability for courses that want to integrate a segment using computer resources is non-existent. The Human Services Program began including computer resources and skills into its curriculum in 1998. Professor Swett designed several activities for the core H.S. courses that required the class to meet for 2-3 classes in a computer lab for introduction to the assignment. (see [Appendix T](#))

Unfortunately, QCC classrooms with computer availability are utilized at their maximum availability throughout the day and evening. Thus, when a H.S. instructor attempts to find an available classroom for only one week in a semester, their options are very limited. Our program's ability to fulfill the QCC theme of high touch and high tech is constrained.

This author has conducted a very limited survey of computer room use and makes the following observation. Several courses 'taught' in computer rooms do not use the computer resources daily. These courses should be assigned regular classrooms with access to computer rooms as required.

- F.** If no, provide a list of required equipment purchases or upgrades. Please present this list in prioritized fashion and identify immediacy of the priority.

Response: Not Applicable

- G.** Summary and Analysis: Program Supports

Response:

The nature of the coursework and learning in the Human Service Program requires limited equipment and supplies. Previous marketing strategies and external linkages were adequate to recruit students.

There will be a need for designing specific recruitment strategies when approval of new curriculum and allocation of required faculty resources is in place.

NOTE: This section does not provide an opportunity to assess other important "institutional supports" specific to needs of human service education. This response may be more appropriate in Section III: Program Financing.

The Human Services Practicum course is essentially reliant on local community agencies to accept students for training. All of our practicum sites voluntarily offer to take our students. We are one of several colleges in Worcester asking for agencies to give students a chance to learn experientially. Assumption and Anna Maria actually have upper level students who contribute much to an agencies actual delivery of services. Because our students are in the earliest stages of training, the agency must work harder to prepare the student.

The H/S. Program has historically provided a recognition luncheon for students and their "site" supervisors and conducted a concluding ritual with each student receiving a special pin. This tradition was initiated by Dr. Spence. Unfortunately, she received limited institutional support for the activity. Most of the money to pay for the lunch and pins was raised through fundraising. The Program Coordinator should not be primarily a fundraiser. So, many hours of our practicum student's time each semester was spent putting together lovely baskets or baking, so they could hold a luncheon for their agency supervisor.

As I noted above, we compete for sites with other colleges. They offer something to sites as token for the agencies efforts. Efforts by human service faculty and coordinators to recruit, retain, honor and recognize the valuable contributions of local agencies must be supported at the institutional level.

2. Academic Supports

A. Are there sufficient instructional/research resources to support student learning in this program?

Response:

No. The H.S. Program has been slow to identify and request appropriate instructional/support resources to support student learning. In 1999 a journal specifically addressing human service issues was ordered and is now available. (Families in Society)

Although existing resources that address psychology, sociology and counseling are strong, the human service program must identify and request other resources. (see list of existing journals [Appendix U](#))

QCC resources have limited materials on substance abuse or developmental disabilities.

Identifying and requesting appropriate resources cannot be completed until new additional faculty are hired. Once the qualified faculty are settled, the Program Coordinator must initiate and complete a procedure for these faculty to suggest resources.

B. Assess the overall currency of the current collection of books, periodicals, and audiovisual materials in the library. Recommend new acquisitions and/or periodical subscriptions. In addition, please work with the library staff to weed outdated materials from the library's current holdings.

Response:

See above.

- C. Are there sufficient technology resources, specifically software and hardware resources? Are these resources available and accessible to students? to faculty?

Response:

The general field of helping services is limited in the offering of computer-based instructional materials. Current faculty routinely check a website named "Computer Use in the Social Service Network" and maintains a membership on a listserv named HUSITA.

The HUSITA mailing list uses listserv tools to link HUSITA members. The HUSITA mailing list started in 1985 as CUSSNet (Computer Use in Social Services Network). It is a mechanism for people to exchange information and experiences on using IT in the human services. It is operated by the HUSITA organization, an international association of IT innovators in human services dedicated to promoting the ethical and effective use of IT to better serve humanity.

Finally, a recommendation from this IPR is to subscribe to a journal that will help the program maintain currency on using IT in human services.

The Journal of Technology in Human Services explores the uses and potentials of computer and related technologies in mental health, developmental disabilities, welfare, and other human services. It covers the full range of applications, including direct service technologies. It not only provides the necessary historical perspectives on the use of technology in the human service field, but it also presents articles providing technology literacy and state-of-the-art developments.

H.S. faculty have attempted to identify both video and computer-based training materials on basic helping skills and the roles/activities of direct service workers. There are numerous videotapes and workbooks on counseling skills but very little in a computer format.

Two years ago, QCC Human Service Program was invited to field test a new product from a textbook publisher titled "Basic Counseling Responses" from Brooks/Cole. This package included video and interactive CD-ROM. It can be a helpful learning tool, but was too expensive to require of each student.

Another program examined within the past few years is titled, "Keisha: Child protection worker training simulation on "failure to thrive". This program also has potential, but was designed for the state of Texas.

- D. Provide a list of recommended technology acquisitions (i.e., software, hardware, PC projection units, etc.) Please prioritize this list and identify the immediacy of the priority.

Response:

It is not possible or pedagogically sound for the current (one person) H.S. Program faculty to make recommendations at this time. This author proposes that an objective and timeline be included in the overall IPR recommendations that will result in a well-researched and tested list of recommendations.

- E. Does the Individualized Learning Center provide ample academic support services for students in the program?

Response:

Yes and no.

As noted in response C, appropriate materials have yet to be identified that could be included in the materials and services of the ILC. Once this occurs, it is expected that ILC staff will work closely and cooperatively with H.S. staff to implement availability of the resources. ILC staff have always been cooperative and helpful.

The weakness in this area of support services pertains to a broader, more complex issue of IT resources for students with a disability. One "workstation" is available, but there is not enough "training, orientation and support" for students and faculty who could benefit from the technology assistance.

Computer technology redefines and expands every aspect of the post-secondary environment. Computer use has expanded from a few technical disciplines to nearly every aspect of academic and administrative activities. Academic courses now include computer-based assignments in writing, architectural design, business management, and library research, in addition to the traditional areas of computer programming, statistical analysis, and engineering design. Virtually all campuses now use computers for administrative tasks such as student admission, registration, financial operations, and library services. This widespread integration of computing technology into post-secondary education accentuates the need to provide adaptive computing support and services to faculty, staff, and students with disabilities. Adaptive computer technology can create environments where people with disabilities have an equal opportunity to develop and apply their abilities. Adaptive computing technology (AT) is the hardware and software that permit persons with disabilities to use computers effectively, e.g., screen magnifiers, speech output systems, document scanners, and Braille printers.

In the fall of 1996 an ad hoc committee at Quinsigamond Community College was established for the purpose of considering the needs of disabled students in accessing computers. A logical next step was for someone on the committee to investigate how other area colleges address this issue. Professor Roger Greene at Anna Maria College, Professor Charles Stuart at Assumption College, and Professor Walter Swett of Quinsigamond Community College concluded that while each individual campus offers basic knowledge and practice, more needs to be done to ensure that students with disabilities have equal access to computer technology. It also makes sense to collaborate rather than do the required research, training and upgrading of computer access as individual campuses. Finally, we contacted the Consortium office to ascertain if there exists any material gathered about adaptive technology for disabled students. There is none.

See Appendix V

Many students who select human services as a career, do so because they have experience with life problems, including disability. Therefore increased attention to adequate technology resources for these students is needed.

F. Provide recommendations for improved academic support services.

Response:

Recommendations can be found in items in all items above.

G. Summary and Analysis: Academic Supports

Response:

QCC offers a wide range of academic supports for human service students, particularly focused on the gen ed coursework in psychology, sociology and counseling. Weaknesses exist in the following areas:

- Materials on substance abuse
- Materials on developmental disabilities
- IT resources on direct service worker tasks
- Assistive IT for students with disabilities

3. Student Supports

A. How do your students explore career opportunities and prepare to access them?

Response:

Human Service students have several opportunities to explore career opportunities. Coursework such as Introduction to Human Services and Helping Relationships: Delivering Human Services have segments specifically examining various careers in helping. Several guest speakers who work in different helping roles are invited to classes and discuss their jobs and career paths.

The Practicum course offers a direct experience in trying on roles and jobs while in an agency. As noted in Section II this occurs in the final semester and limits a valuable opportunity. See this section to review a detailed proposal on a new course in year one which will improve and increase career exploration opportunities.

In addition, students in the H/S. Program are assigned advisors from the H.S. faculty. Again, as noted in Section 11, with an inadequate number of full-time faculty, many students are denied the opportunity to use these resources.

Finally, all students must complete the course Helping Relationships: Delivering Human Services. Staff from QCC Career Exploration and Planning Center visit each semester to talk about career planning as a helping profession and then "encourage" students unsure about their career plans to utilize their services.

B. Provide recommendations for enhancing students' career exploration and planning.

Response:

1. As noted in previous sections, additional full-time faculty are required to meet existing need and nurture program growth. Additional faculty will result in more students having an advisor with a human service career background.

2. Using existing resources and developing local expansion of information, the internet can be used to help students examine careers. The website "Americas Career Infonet" offers a superb example. Local agencies who partner with QCC in providing experiential learning and practicum students could collaborate on creating mini-videos about specific professions.

See Appendix B and visit website WWW.ACINET.ORG

C. Are current student support services adequate to support the teaching and learning process?

Consider:

- Counseling Services
- Disability Services
- Health/Wellness Center
- Transfer Information
- Other Services (as listed in QCC catalog)

Response:

Current student support services are adequate to support the teaching learning process. Recent expansion and reorganization in Disabilities Services is valuable and must be continued. As noted in Section 11, assistive technology for disabled students needs enhancement and adequate support personnel.

Human Service faculty have utilized the valuable resources of the Coordinator of Transfer and Articulation. Dan Daly visits the Introduction to Human Services course and the Practicum course each semester. Thus students in their first year of studies and their final semester are encouraged to examine educational options. Mr. Daly designed handouts and a PowerPoint presentation specifically for human service students. See [Appendix W](#).

D. Provide recommendations for additional services that would be beneficial to your students.

Response:

No additional services required at this time.

E. Summary and Analysis: Student Supports

Response:

Student supports are adequate EXCEPT the IT resources available for students with disabilities and the previously noted need for additional Human Service Program faculty.

4. Physical Facilities

A. Are the current physical facilities sufficient from an instructional perspective? If no, explain and provide recommendations.

Response:

This question has macro and micro aspects. As it relates to the human service program, current teaching/learning facilities, including plans for a new library and updating other facilities, are adequate.

From a broader perspective, some institution wide facility problems continue to detract from the teaching/learning experience:

- Inadequate classroom space
- Classrooms with too many chairs for comfortable "learning" space for older/adult learners
- Air conditioning
- Inadequate number of computer classrooms for flexible scheduling

B. Are the current physical facilities sufficient from a competitive perspective? If no, explain and provide recommendations.

Response:

Based on limited information about "competitors" facilities, I would respond in the positive.

C. Given enrollment projections, will additional classrooms or laboratories be required? If yes, please specify the requirements and identify immediacy of the need.

Response:

This author has no specific projections about additional classroom needs. Although [Section I.5.F](#) projects increased enrollment in the Human Service Program, actual classroom needs are difficult to predict. If other programs maintain current levels of student enrollment or increases are predicted, clearly more classroom space will be required.

There are no specific laboratory needs predicted at this time.

D. Summary and Analysis: Physical Facilities

Response:

Although the past five years have seen a "big visible difference" in facilities, several problems still exist. More classroom space is needed, designed and furnished appropriately for the non-traditional future.

5. Program Financing

- A.** Has the program's funding been sufficient over the last five years? Please explain your response.

Response:

This is difficult to answer knowledgeably. Budget/funding information for the Human Service Program is integrated in the general budget/line items of the BM/HS Division. The current Program Coordinator has inquired about the program budget and line items, but the information is not accessible.

Previous reports (Vision and Annual Reports, see Appendix) prepared by the previous Coordinator included specific budget requests which were never developed or reported to the Coordinator. These request included both faculty, academic support resources and equipment.

Based on those requests and the limited response the only reasonable response to this question is no, funding for the human service program has been insufficient.

- B.** Provide an analysis of the cost of this program. Be sure to include ALL costs. (For example, costs associated with instructional salaries, space, lost opportunity costs, equipment rentals and/or maintenance, etc.)

Response:

This cannot be answered at this time. As noted above, program specific accounting and budgeting does not exist. ALL costs are rolled together with Criminal Justice, Early Childhood Education and Hotel & Restaurant Management.

- C.** Based on your enrollment projections, are there projected increases or decreases in the budgetary requirements of this program over the next five years?

Response:

There will be notable, but not large increases in program fiscal requirements over the next 3-5 years.

- D.** Summary and Analysis: Program Financing

Response:

Additional financial resources will be needed for full-time faculty and associated support expenses.

Section IV: Executive Summary of Findings Human Services Program

Introduction

Quinsigamond Community College has provided a quality learning/training program for people desiring to enter the rewarding and challenging field of human services. Beginning in 1986 under the leadership of Dr. Harold Hutchings, the QCC program received BHE approval to award both an Associates Degree and a Certificate. Annually, the Human Service Program enrolled 130-150 students, graduating 30-35 according to data from 1995-2000.

The program goals were and continue as follows:

Goals:

1. Prepare students for entry-level, generalist, direct service occupations in human service agencies.
2. Prepare students for further studies leading to advanced degrees in human services or social work.
3. Provide individuals currently employed in human services educational opportunities for personal, professional or career development.

The program is designed to prepare human service entry-level workers (generalists), who will be able to work with a variety of people experiencing problems in living.

Generalists are trained in a wide variety of helping interventions so that they may provide direct services to individuals or groups with a diversity of needs. These generalists also work in many different service settings integrating and coordinating the efforts of specialized professionals. Although graduates may vary from program to program in response to local needs, human service generalists are trained in basic helping skills essential to the helping relationship.

Forces Influencing Program Revision

Several factors contribute to the proposed curriculum changes found in this IPR and will be important to maintaining relevancy and quality over the next three to five years.

- Several federal, state and professional sources predict higher than average growth for workers in this industry. The Occupational Outlook Handbook summarizes its conclusions as follows:
 - Social services, except child care, ranks among the fastest growing industries.
 - Human service workers and assistants - the ninth fastest growing occupation - are concentrated in social services. (projections for 1998 - 2008)
 - Opportunities for human service workers are expected to be excellent, particularly for applicants with appropriate postsecondary information.

Occupation	Employment: Nat		%Change	Employment: Mass		% Change
	1998	2008		1998	2008	
Human Service Worker	268,400	409,900	53%	11,450	16,300	42%
Residential Counselor	189,900	277,800	46%	9,800	13,000	33%

Source: [Massachusetts Division of Employment and Training, Research Department](#) (2000)

- Several local and state programs are currently available to encourage human service employees to improve skills, educational level and move up available career pathways. The QCC Human Service Program must be relevant, accessible and flexible to respond to the regulations of these efforts.
 - Tuition Remission for workers in agencies funded by EOHS
 - Healthy Families Career Pathways initiative
 - NEXT STEP Program expansion
 - Partnerships with DMR and DMH and UMass Without Walls
 - Substance Abuse Certification

- New skill standards for direct support workers and revised standards for human service education program certification require curriculum changes. Maintenance of program quality through certification compliance with current standards demand timely re-assessment.
 - In 1993, the Cambridge based Human Services Research Institute received funding from the National Skills Standards Board to develop skill standards in human services and health care education. Published in 1996, the Community Support Skill Standards (CSSS) are considered key to the future planning for education and potential certification.
 - The Council for Standards in Human Service Education is recognized as the primary approval body for human services education programs in the United States. Approval by CSHSE lets students know that the academic program provides the knowledge and skills necessary to be successful human services professional. Although QCC has not sought certification, our human services program meets most of the required standards. One standard where we fall short is the number of hours of experiential/practicum learning.

Program Strengths and Proposed Improvements

CURRENT STRENGTHS

- Faculty

Adjunct faculty are critically important to the teaching/learning activities of the program. With only one (1) full time faculty on staff (and hopefully replacement of the retired full time faculty in 2002), adjuncts are necessary to fill the range of course offerings required to meet this program's student enrollments. More importantly, adjuncts are active practitioners in area human service agencies, thus enhancing the academic material with real world experience.
- Practicum

The Human Service Program is fortunate to have many helping agencies in the community who enthusiastically "partner" with us taking our students for a semester long practicum experience. Currently the curriculum requires 120 hours of practicum experience, which requires adequate supervision and opportunities for "direct" client contact by our practicum sites.
- Memberships

The QCC Human Service Program is actively involved in a number of professional associations, which helps maintain currency with developments and emerging issues in our discipline, offers opportunity for professional development and encourage discussions about best practices in the teaching/learning/preparation for human service workers

STRENGTHS and WEAKNESSES OF THE CURRICULUM

- Currently QCC offers two options: a one year Certificate and a two year Associates Degree. The curriculum offers little flexibility for students who have various interests in differing aspects of the helping profession, or those requiring more flexibility in scheduling and deliver formats in order to access the program for career advancement
- In addition, more experiential-learning via fieldwork and service learning is needed and required by outside review organizations. There are several areas of weakness that require attention as we work to assure our graduates meet the Community Support Skill Standards .
- The proposed "new" curriculum will continue to offer the Certificate and Associates Degree, but with flexibility and elective options for areas of emphasis or career interest within both degrees. New courses are also required
- The new curriculum also begins the process of integrating the Community Support Skill Standards into the program and individual courses.

PROGRAM INSTRUCTION AND ASSESSMENT METHODOLOGIES

- The faculty in the human service program utilizes a wide range of methodologies for teaching/learning. We expect that faculty delivering core general education courses do the same.
 - Lecture and audio/visual resources to explain key facts and concepts
 - Worksheets and small group activities that require application of learning
 - Role play and simulation that offer practice activities
 - Introduction to learning resources in the QCC library or web-based resources
 - Group activities that offer experience in reaching consensus and teamwork
 - Practicum experience: supervised activities in human services agencies
 - One required course is available in on-line format
- Currently, student assessment is performed in each individual human service course. A form of final outcome assessment is conducted in the Human Service Practicum course. This course is taken in the final semester of study and requires as pre-requisite all the listed human service courses. Now that significant changes to the curriculum and individual courses, attempting to integrate the Community Support Skill Standards, are approved, the assessment methodologies for this curriculum must be reviewed and revised. A recommendation of this IPR will be to establish a timeline for current and new faculty to conduct this review. Products from the HSRI, developers of the standards, offer a starting point and assistance. This team has identified "performance indicators" for each skill standard. See Appendix P.

Areas for Improvement

This IPR process identified four key areas for improvement: curriculum, human resources, delivery of learning opportunities, and academic resources to support curriculum changes.

- **Curriculum revisions - approved May 2001, effective September 2001**
Associates Degree: Transfer option
 For students who have expressed goals to obtain a four year degree in a human service area, but choose to begin their human service education at the community college.
- Associates Degree: Career option**
 For students who desire additional coursework in specific career interest areas: generalist, addiction, gerontology, developmental disabilities. Students will take core courses for all human service degree candidates, and then in their second year have options for electives focusing on their areas of professional/personal interest.

The Human Services Certificate prepares students for entry-level positions in human services. A review of job ads indicates that most entry-level, direct support workers are required to have a high school diploma. Students completing the Certificate will have better preparation to be an effective helping person, thus be more attractive to employers. The Certificate also provides opportunity for persons currently employed in human services to begin the educational journey for career advancement. Finally, most credits from the Certificate can be applied to the Associates degree. In order to make this Certificate more accessible to current human service workers and maintain a solid foundation of learning for new entry-level workers some revisions are proposed.

Associate Degree

Current Curriculum

Proposed Curriculum

Semester 1		Semester 1	
HUS 101 Introduction to Human Services	3	HUS 101 Introduction to Human Services	3
PSY 101 Intro to Psychology	3	HUS 121 Helping Relationships: Delivering Human Services	3
SOC 101 Intro to Sociology	3	PSY 101 Intro to Psychology	3
ENG 101 English Comp & Literature I	3	SOC 101 Intro to Sociology	3
HUS 121 Helping Relationships: Delivering Human Services	3	ENG 101 English Composition & Literature I	3
	15		15
Semester 2		Semester 2	
ENG 102 English Composition II	3	ENG 102 English Composition II	3
PSY 231 Intro to Counseling	3	HUS 141 Community Service: Delivering Human Services *	3
PSY 262 Abnormal Psychology	3	HUS 125 Group Dynamics *	3
SOC 111 Social Problems & Social Change	3	PSY 273 Chemical Dependency	3
CIS 111 Micro Computer Applications in Business	3	GRT 101 Intro to Aging	3
	15		15
Semester 3		Semester 3	
GRT 101 Intro to Aging	3	SPH 101 Speech Communication Skills	3
HUS 231 Legal & Ethical Concepts	3	HUS 221 Cultural Competence for Human Service Workers *	3
SOS 211 Death & Dying	3	- Guided Elective (see list)	3
PSY 235 Counseling Methods	3	HUS 231 Legal and Ethical Concepts in Human Services	3
___ - ___ Lab Science Elective	4	PSY 231 Intro to Counseling	3
	16		15
Semester 4		Semester 4	
HUS 243 Human Service Practicum	4	___ - ___ Math or Science Elective	3
PSC 221 State & Local Government	3	___ - ___ Guided Elective (see list)	3
PSY 273 Chemical Dependency	3	HUS 243 Human Services Practicum	4
SPH 101 Speech Communication Skills	3	___ - ___ Liberal Arts Elective	3
___ - ___ Math Elective	3	___ - ___ Guided Elective (see list)	3
	16		16
TOTAL CREDITS	62	TOTAL CREDITS	60- 61

* new courses

Students will take core courses for all human service degree candidates, then in year two have options for electives which focus on their interests and career direction (guided electives).

NEW COURSE PROPOSALS:

Community Services: Delivering Human Services
 Cultural Competence for Human Service Workers
 Group Dynamics
 Treatment Approaches for the Substance Abuser
 Understanding Developmental Disabilities

Guided Electives - students are encouraged to elect 3 courses (9 credits) from the list below.

Electives	Generalist	Addictions	Gerontology	Dev. Disability
HUS 122 Community Development	X	X	X	
IDS 142 Health Promotion and Wellness	X	X	X	
PSY 121 A Survey of Life Span Development: Conception-Death	X		X	X
PSY 262 Abnormal Psychology	X	X		
PSY272 Alcoholism: Counseling & Treatment	X	X		
SOC 111 Social Problems; Social Change	X			
PSY 117 Human Relationships and the Family	X		X	X
SOC 212 Juvenile Delinquency & the Juvenile Justice System	X	X		
SOS 211 Death and Dying	X		X	
HUM 101 Critical Thinking and Problem Solving	X		X	X
CIS 111 Micro Computer Applications for Business	X	X	X	X
ECE 141 Child Abuse and Neglect	X			X
MGT 211 Principles of Management	X			

Certificate in Human Services

Current Curriculum		Proposed Curriculum	
Semester 1		Semester 1	
HUS 101 Introduction to Human Services	3	HUS 101 Introduction to Human Services	3
HUS 121 Helping Relationships:Delivering Human Services	3	HUS 121 Helping Relationships:Delivering Human Services	3
PSY 101 Intro to Psychology	3	PSY 101 Intro to Psychology	3
SOC 101 Intro to Sociology	3	SOC 101 Intro to Sociology	3
ENG 101 English Composition & Literature I	3	ENG 100 English Communication or higher	3
	15		15
Semester 2		Semester 2	
ENG 102 English Composition & Literature II	3	ENG 101 English Comp. & Literature I (or II)	3
PSY 231 Intro to Counseling	3	HUS 141 Community Services: Delivering Human Services *	3
PSY 232 Abnormal Psychology	3	HUS 125 Group Dynamics *	3
SOC 112 Social Problems and Social Change	3	___ - ___ Guided Elective	3
___ - ___ Elective	3	___ - ___ Guided Elective	3
	15		15

➤ **Human Resources**

It is anticipated that the number of students enrolled in the Human Service Program will increase as curriculum and delivery options are more appropriate for entry-level workers and more attractive as they lead to career advancement. Increased student enrollment and more practicum learning will require significant effort to identify and maintain healthy connections with community based agencies being asked to assist our student learning.

The offering of new courses specific to human services will require additional full time faculty. In addition, as the program develops flexible delivery options and sites, adequate planning and oversight will be required.

Currently there is one full time faculty and one full time vacant position due to a retirement in May 2000.

Therefore, a key recommendation asks the institution to fill the currently vacant full time position (Note: This position has gone unfilled since the retirement of former program coordinator Barbara Spence in spring 2000.) and appoint one additional full time faculty. This will bring the program to three (3) full time faculty. From 1995 – 2000 the program was adequately served with two (2) full time faculty and several adjuncts. A third faculty/coordinator person will be required to address the expansion of community-based/practicum learning and teach new courses.

➤ **Access to Learning**

QCC Human Service Program can make important changes that will improve access for the ever-changing pool of potential students. These preliminary suggestions require further development, increased personnel resources and institutional support.

1. Flexible delivery options

- Weekend College - for students who are full time employees and require non-traditional schedule of courses. A specifically designed plan for core Human Service courses would complement gen. ed. courses that are available to the student in the evenings.
- Delivery of core Human Service courses with extended schedules and on site of human service agencies. For example, a group of agencies may have 12-15 employees who would

take a the course Intro to Human Services over 9 months (2 hours a week) delivered at a convenient time made available by the agency.

- More courses available in "hybrid" distance ed format. Courses such as Intro to Human Services, Cultural Awareness for Human Service Workers and Introduction to Aging could be redesigned to include both in class and online instruction.
2. Improved marketing and utilization of alternative education opportunities available from the EBE Program such as Portfolio Assessment and Credentialing will be valuable for individuals who have work history.
 3. Informational packet on the human service program and career opportunities is needed to enhance recruitment.

➤ **Instructional/Academic/Research Resources**

- The H/S Program has historically provided a recognition luncheon for students and their "site" supervisors and conducted a concluding ritual with each student receiving a special pin. Most of the money to pay for the lunch and pins was raised through fundraising. The Program Coordinator should not be primarily a fundraiser. QCC competes for sites with other colleges. They offer something to sites as token for the agencies efforts. Efforts by human service faculty and coordinators to recruit, retain, honor and recognize the valuable contributions of local agencies must be supported at the institutional level.
- Identifying and requesting appropriate resources cannot be completed until new additional faculty are hired. Once the qualified faculty are appointed and settled, the Program Coordinator must initiate and complete the task for these faculty to suggest resources. Although existing resources that address psychology, sociology and counseling are strong, the human service program must identify and request other resources. Weaknesses exist in the following areas:
 - ✓ Materials on substance abuse
 - ✓ Materials on developmental disabilities
 - ✓ Interactive IT resources on direct service worker activities
- Another instructional/academic task that must wait until additional faculty are hired pertains to curriculum design and consistency integrating the Community Support Skill Standards. This will also include completing a plan for instructional assessment.
- Another weakness in this area of support services pertains to a broader, more complex issue of IT resources for students with a disability. One "workstation" is available, but there is not enough "training, orientation and support" for students and faculty who could benefit from the technology assistance.
- Many students who select human services as a career, do so because they have experience with life problems, including disability. Therefore increased attention to adequate technology resources for these students is needed.

Required Appendices:

- Priority List of Needs - Appendix Y
- Program Fact Sheet - Appendix Z

IPR Process

IPR is a valuable tool for both the faculty and administration desiring to maintain high quality educational programs and assure the graduating students have appropriate skills to enter the world of work and community involvement.

Often, changes are made to programs in an erratic fashion. Concerned faculty and leadership feel frustrated not having adequate time, support from the institution and resources to conduct a thorough review.

IPR remedies this. This IPR Coordinator experienced continued support from the academic leadership throughout this challenging process. I also feel that IPR has helped the Human Service Program gain the visibility it deserves as one of QCC high enrollment programs. It is anticipated that appropriate and adequate resources will follow to maintain the quality and grow the program.

The only recommendation for changes in the IPR process concern the timeline established to do the work. This Coordinator believes that an entire academic year is required to allow for in depth research for Section I and designing suggested improvements.