

MIDDLESEX COMMUNITY COLLEGE

ACADEMIC PROGRAM REVIEW

FOR

**ALCOHOLISM/SUBSTANCE ABUSE COUNSELING
CERTIFICATE**

2009 – 2010

Program Review Committee

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MIDDLESEX COMMUNITY COLLEGE

Academic Program Review

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Middlesex Community College

Academic Program Review

Section I: Introduction and Historical Overview

The Alcoholism/Substance Abuse Counseling Certificate Program (AACC) at Middlesex Community College was initially funded by a one year Department of Education Perkins Vocational Training grant in September, 1992. The purpose of the grant and the focus of the program were to educate and provide current staff in the field of addiction treatment with additional clinical skills for substance abuse counseling. The initial program design of a nine (9) course, 29 credit program has remained intact despite several changes in curriculum material over the past eighteen years. Approximately 175 students have successfully completed the program and most are still employed as counselors or program directors in substance abuse/addiction treatment.

Program Description:

The AACC program is administered as a one year certificate (29 credits) within the Human Services Department. The only previous program review was in 1993 as a requirement of the Department of Education grant. The AACC program has benefited from consistency of leadership in that it has had only three (3) program coordinators from 1992-2010; all of whom have also been full-time faculty in the college's Human Services Program. This certificate program provides students with an opportunity to master essential content and skills necessary for a career as a substance abuse counselor and adheres to the Massachusetts licensing requirements from the Department of Public Health for core courses and a fieldwork experience with supervision of 300 hours. The AACC certificate courses are also a pathway to an Associate in Science (AS) degree in Human Services since all credits articulate into the AS degree, which is transferable to any associate degree at MCC or to other two or four year institutions. Several graduates have completed their graduate degrees in social work or psychology and are dual licensed as addiction counselors and social workers.

Section II: Mission and Goals

II. 1. State the mission of the program. Please indicate if the mission statement is new or has been significantly revised as part of a prior program review process.

The AACC program prepares students for career employment in substance abuse treatment agencies or related human services fields, and/or for successful transfer to the Human Services Associate's degree programs or to four year institutions.

The program's primary goal is to develop educated and ethical graduates with excellent oral and written communication and computer skills, an understanding and appreciation of diversity in society, and to provide certified clinicians who are immediately employable in the field of addiction treatment. AACC graduates have a very high pass rate on the state certification exam and some are offered employment at their internship sites upon graduation. The curriculum emphasizes both a theoretical and an applied approach to major functions of counseling and case management, ethics, the legal and mental health systems, and developing treatment options in substance abuse. Students are required to complete two field work experiences totaling 300 hours with a minimum of 30 hours of direct supervision by a clinician experienced in addiction counseling.

II. 2. What is the relationship of the program's mission to the overall mission of the College as adopted by the Trustees and approved by the BHE?

Mission Statement of College

Middlesex Community College is a progressive and dynamic learning community, committed to providing educational programs and services that support personal growth and economic opportunity for its diverse student population. Dedicated to student success, the College provides excellence in teaching, personal attention, and extensive opportunities for exploration and growth. Closely linked to the fabric of the community, Middlesex's partnerships with school, business and service organizations provide leadership in economic and community development and foster a culture of civic engagement and responsive workforce development. The College's state-of-the-art programs in the liberal arts, basic skills, and more than fifty career and technical fields respond to student and community needs, providing a strong foundation for college transfer, employment, professional development and lifelong learning.

Six pillars express the primary values and goals that support the Middlesex Mission and these are presented in the Appendix section (Appendix A)

The AACC Program adheres to all of the principles and tenets of this mission statement and is a vital component in the College's collaboration with public and private sector agencies serving local communities by providing qualified graduates to meet the region's increasing human services and public health needs. Specific examples of the support provided to agencies by students and graduates are that students have assisted in numerous fund raising projects and informational campaigns.

Several clothing drives have been coordinated by AACC students for both clients and their families, and several graduates have continued to volunteer as a counselor at the fieldwork agencies where they interned. Several program graduates have served as members of town and agency volunteer boards and have participated on community panels on addiction education and treatment, as well as mental health care. Two graduates have had articles recently published in professional peer review journals on addiction treatment.

Beltrame, Clelia (2010) Lundgren, L., Amodeo, M., Krull, I., Chassler, D., Weidenfeld, R., Zerden, L.D., Gowler, R., Lederer, J., Cohen, A., & Beltrame, C. (In Press). Addiction treatment provider attitudes on staff capacity and evidence-based clinical training: Results from a national study. *The American Journal on Addiction*

Beltrame, Clelia (2009) Nicolas, G., DeSilva, A.M., Houlahan, S., & Beltrame, C. Culturally authentic scaling approach: A multi-step method for culturally adapting measures for use with ethnic minority and immigrant youths. *Journal of Youth Development*.

Duffy, Brian (2009) Questions for productive treatment sessions. *Addiction Professional*. May-June; 7(3): 14-15.

Duffy, Brian (2010) Should Counselors Disclose? *Addiction Professional*. March-April; 8(3): 14-15.

The AACC program strives to identify and respond to current and future needs in addiction treatment with input from current students, program graduates, adjunct faculty, agency clinicians, clients and professional consultations and recommendations from the AACC Advisory Board, whose members attend annual meetings and also guest lecture during the program classes.

II. 3. Does the program satisfy a unique institutional goal? If so, explain.

The AACC program fulfills a unique institutional goal by preparing students to become substance abuse counseling professionals who may be employed at the federal, state, county and local levels of government and in the private sector. The program also provides education and professional development for current practitioners, who are seeking to improve their knowledge base and educational level. This goal is achieved through information sessions with local human service agencies and the Massachusetts Department of Public Health.

The specific institutional goals focused on in the AACC program are that academic instruction is student centered with extensive classroom interaction due to the maturity and work/educational experiences of many of the students. With the average age of the applicants in the mid-thirties, faculty are keenly aware of the diverse life experiences that many students bring to MCC.

The academic range in education levels and abilities of current and past students in the AACC program are both a strength of the program and a challenge for the faculty and the curriculum design team. The academic background of students in the program often ranges from a GED diploma achieved twenty years ago to a student with a master's degree in social work who is

seeking specialized knowledge in addiction treatment. Other enrolled students have degrees in psychology, human services, education, and also liberal arts and have not been successful in identifying a specific career path until now. Their interest in addiction may have been sparked by their own recovery or a history of addiction in their families. This interest or experience with addiction has not correlated to successful completion of the program. Students with only basic writing skills despite passing the writing part of the placement test improve and apply these skills by completing the assignments of comprehensive research papers in several of the courses. All faculty employ diverse teaching methods, such as oral presentations, group projects, use of power point and computers for research, and guest lecturers from treatment agencies. All adjunct faculties and the program coordinator are available and provide office hours in the evening and email access for all applicants, enrolled students, and past graduates. The program coordinator supports those students preparing for the CADAC credentialing exam with program graduate led study groups at MCC during the month prior to the exam, which is offered only in June and December.

The college and the community have benefitted from the program's focus on strong partnerships with agencies through the required internships and voluntary commitments to many treatment facilities. The faculty are members of several community boards and are all practicing clinicians in the field of addiction treatment. Many agencies have contacted the college to seek out program graduates for available clinical positions.

Section III: Data

The Institutional Research Office will provide a significant portion of the data. Your committee is encouraged to request additional relevant information from Institutional Research and to develop and conduct alternative assessments as well. Some examples of assessments that the committee may choose to implement are student focus groups and/or student surveys. Input from relevant internal groups such as Advising, Admissions, and/or connected departments will also be necessary. Please include a copy of the data from Institutional Research and all committee-developed surveys or focus questions in the Appendix of the review.

III. 1. a. Please note important trends, patterns and issues that emerge through the enrollment, academic progress and retention data. (Data from Institutional Research Office)

AACC Data Analysis

Years	2004	2005	2006	2007	2008
Program Applications	46	35	24	48	43
# Students Enrolled	18	21	19	20	28
# AACC Graduates	7	10	9	8	12

The enrollment data from the College Institutional Research Office indicates several fluctuations from year to year, but some general overall trends that are significant.

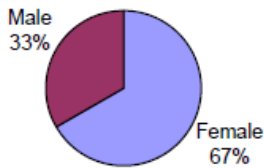
- The number of applications has varied from a low of 24 to a high of 48, with minimal effect on the actual number of students who actually enroll. Several students who initiate a phone contact with the college or submit an application do not complete the admission requirements for the AACC program. The highest number do not submit the two question essay or fail to attend the required one hour orientation session which is offered every two weeks. Those who have completed the required application process have clearly stated that the admission requirements should not be changed.
- A recent significant increase in the number of enrolled students to a five year high of 27 has continued into 2009. This upward trend is expected to continue due to high unemployment in the immediate area and several referrals from the local Massachusetts Rehabilitation Commission (MRC) office.
- The number of graduates was also at a five year high in 2008 with 12 graduates of the program in that year.
- The profile of the graduates entering the program has changed from the early years of the AACC certificate program with regard to the number of years of experience in addiction treatment and the number of years in personal recovery. The numbers of both have decreased with some applicants only having two months of recovery time or are still currently prescribed medication for opiate addiction. Earlier applicants and admitted students had more work experience in substance abuse facilities and more years of recovery and supports. Recent students report employment experiences in a diversity of jobs (many entry level service industry positions) and a willingness to relocate to obtain employment.

The gender and age ratios have remained relatively constant. For example, the percentage of female students has ranged from a low of 56% to a high of 75% in the fall of 2003. The average age of program enrollees is 38 with the majority of students in the age range of 30-49.

- The statistics on diversity confirm that this is a long term program issue that is being addressed by the AACC advisory board, the program coordinator and faculty, past graduates, as well as agency directors. The college wide percentage of students who reported their ethnicity as black was 6% in fall 2008 and the AACC program percentage was 3.7%; the college wide % for Hispanics was 11.4% and the percentage of Hispanic students in the AACC program in fall 2008 was 3.7 %. The goal of the program is to double the current percentages by 2012. The program coordinator has been meeting with a retired faculty member/AACC advisory board member on strategies to increase program visibility with minority applicants and to address the issue of transportation to the Bedford campus stated by two previous minority applicants who did not attend classes.

*Middlesex Community College
Alcohol/Substance Abuse Certificate Program Review Data
Students by Gender*

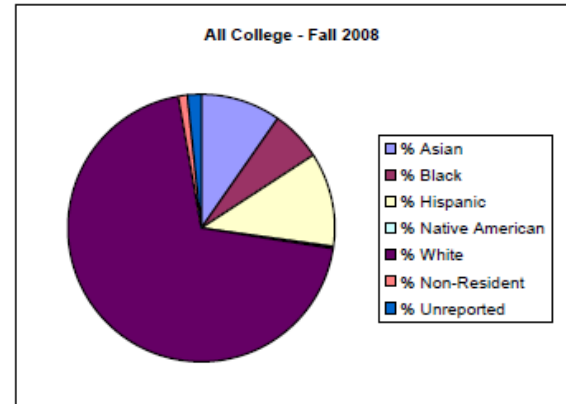
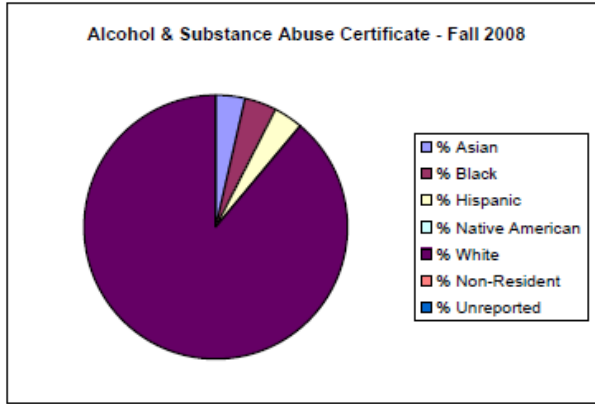
Alcohol & Substance Abuse Certificate - Fall 2008



Alcohol & Substance Abuse Cert	Fall 2003	Fall 2004	Fall 2005	Fall 2007	Fall 2008
Female	9	10	11	6	18
Male	3	8	8	12	9
Total	12	18	19	18	27
% Female	75.0%	55.6%	57.9%	33.3%	66.7%
% Male	25.0%	44.4%	42.1%	66.7%	33.3%

*Middlesex Community College
Alcohol/Substance Abuse Certificate Program Review Data
Student by Race/Ethnicity*

	Alcohol & Substance Abuse Cert					All College				
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Asian	0	0	0	1	1	719	745	771	794	837
Black	0	3	1	1	1	432	423	482	475	516
Hispanic	0	0	0	0	1	730	750	812	841	973
Native American	0	0	0	0	0	32	27	26	19	28
White	18	16	19	16	24	6034	5981	5948	5862	5947
Non Resident	0	0	0	0	0	59	43	61	73	77
Unreported	0	0	0	0	0	156	121	37	98	154
Total	18	19	20	18	27	8162	8090	8137	8162	8532
% Asian	0.0%	0.0%	0.0%	5.6%	3.7%	8.8%	9.2%	9.5%	9.7%	9.8%
% Black	0.0%	15.8%	5.0%	5.6%	3.7%	5.3%	5.2%	5.9%	5.8%	6.0%
% Hispanic	0.0%	0.0%	0.0%	0.0%	3.7%	8.9%	9.3%	10.0%	10.3%	11.4%
% Native American	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.3%	0.3%	0.2%	0.3%
% White	100.0%	84.2%	95.0%	88.9%	88.9%	73.9%	73.9%	73.1%	71.8%	69.7%
% Non-Resident	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	0.5%	0.7%	0.9%	0.9%
% Unreported	0.0%	0.0%	0.0%	0.0%	0.0%	1.9%	1.5%	0.5%	1.2%	1.8%



*Middlesex Community College
Alcohol/Substance Abuse Certificate Program Review Data
Students by Age Group*

	Alcohol & Substance Abuse Cert					All College				
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Less Than 18	0	0	0	0	0	64	66	84	72	58
18 to 19	0	0	0	0	0	2009	2070	2206	2200	2255
20 to 21	0	2	0	0	0	1748	1778	1806	1815	1923
22 to 24	2	3	1	2	3	1277	1152	1157	1265	1371
25 to 29	2	1	2	2	5	904	945	915	989	1031
30 to 39	1	2	2	4	6	1039	1016	980	935	932
40 to 49	9	1	7	5	7	769	739	680	610	671
50 to 59	3	7	6	5	4	237	226	245	220	233
60 Plus	1	3	2	0	2	53	63	54	45	51
Age Unreported	0	0	0	0	0	62	35	10	11	7
Total	18	19	20	18	27	8162	8090	8137	8162	8532

*Middlesex Community College
Alcohol/Substance Abuse Certificate Program Review Data
Successful Course Completion Rate Trends*

	Alcohol & Substance Abuse Certificate					All College				
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Successfully Completed	106	110	117	110	88	17360	17104	16672	17123	18145
Incomplete Grade	0	0	0	0	8	10	16	760	369	548
Failed Course	7	8	19	19	8	2487	2474	2206	2578	2351
Withdrew From Course	21	26	31	25	38	3167	3295	3374	3281	3068
Total	134	144	167	154	142	23024	22889	23012	23351	24112
%Successfully Completed	79.1%	76.4%	70.1%	71.4%	62.0%	75.4%	74.7%	72.4%	73.3%	75.3%
%Incomplete Grade	0.0%	0.0%	0.0%	0.0%	5.6%	0.0%	0.1%	3.3%	1.6%	2.3%
%Failed Course	5.2%	5.6%	11.4%	12.3%	5.6%	10.8%	10.8%	9.6%	11.0%	9.8%
%Withdrew From Course	15.7%	18.1%	18.6%	16.2%	26.8%	13.8%	14.4%	14.7%	14.1%	12.7%

- Major Issue: Retention and course completion rates have been a concern of faculty and students in the program since its inception. The life complexities of the adult learner in this program have been verified by research and exit interviews. The highest rate of withdrawal

by enrolled students is usually early in the first semester or by students who fail to return for the second semester. The factors that led to the decision to withdraw by those students who were able to be contacted were the need to work full time and not having the time to attend classes even with a reduced course load, personal stressors, including relapse or mental health issues, and changes in their family situations, especially their children's issues. The current percentage of students in recovery has increased to approximately 50% in recent years and there have been several students who relapsed or did not return due to mental health issues, especially increased anxiety about enrolling in an internship, or due to CORI issues.

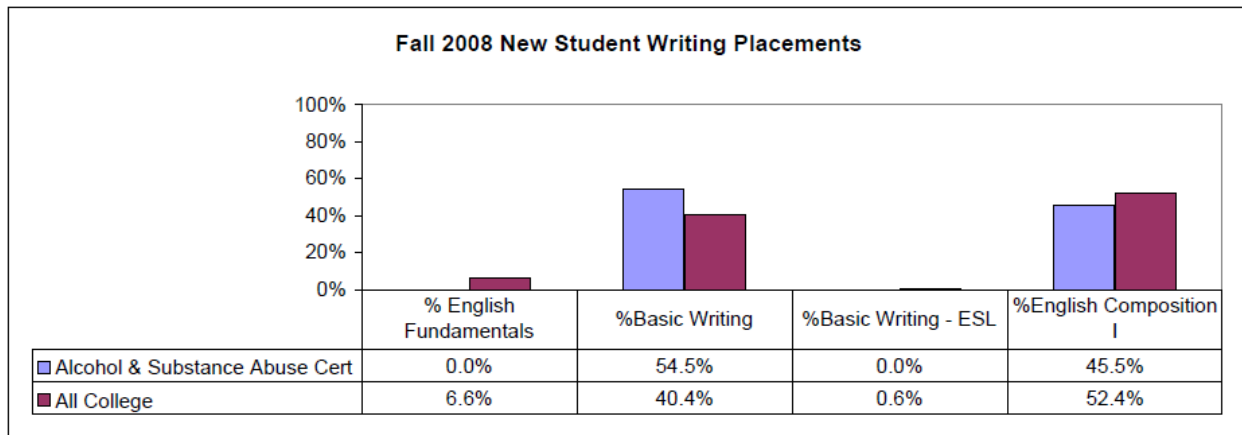
A major programmatic goal is to improve students' retention and graduation rates.

Strategies that have been continued or implemented include the following:

- Retain the current requirements for admission into the program, especially the personal essay and orientation session on campus.
- A change in the orientation session has been the increased emphasis on the requirement for a CORI for all fieldwork placements and that the waivers for any criminal convictions are very difficult to obtain from the Department of Public Health. Students are not required to disclose any legal issues in the orientation session but are strongly encouraged to confidentially discuss this with the program coordinator.
- A part of the orientation session is now a private meeting with a current student who is near completion of the nine course program to discuss the time commitment, challenges of the courses and the fieldwork, and the importance of academic, program, and personal counseling during the program.
- Recent past graduates present a panel discussion on student success in fieldwork and how to prepare for the CADAC exam during each of the semesters.
- Informational material is provided to each student on the support services offered by the college, including the Writing and Computer Centers, academic tutoring, personal and vocational counseling, and test taking skills.
- A library visit and presentation by the evening research librarian is provided to all enrolled students in the sixth week of the first semester to assist with research papers and other course requirements.
- A presentation by the Assistant Director of Student Support Services at the beginning of each semester to inform students of the college services offered to assist them and to improve academic success or skill development such as note taking. Some students may be interested in applying for certification for support services due to an existing documented disability.

*Middlesex Community College
Alcohol/Substance Abuse Certificate Program Review Data
New Students by Writing Placements*

	Alcohol & Substance Abuse Cert					All College				
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
English Fundamentals	0	0	0	0	0	187	191	200	202	209
Basic Writing	3	0	1	0	6	1277	1285	1270	1340	1283
Basic Writing - ESL	0	0	0	0	0	39	34	33	15	18
English Composition I	7	5	1	7	5	1282	1341	1438	1560	1663
Total	10	5	2	7	11	2785	2851	2941	3117	3173
% English Fundamentals	0.0%	0.0%	0.0%	0.0%	0.0%	6.7%	6.7%	6.8%	6.5%	6.6%
%Basic Writing	30.0%	0.0%	50.0%	0.0%	54.5%	45.9%	45.1%	43.2%	43.0%	40.4%
%Basic Writing - ESL	0.0%	0.0%	0.0%	0.0%	0.0%	1.4%	1.2%	1.1%	0.5%	0.6%
%English Composition I	70.0%	100.0%	50.0%	100.0%	45.5%	46.0%	47.0%	48.9%	50.0%	52.4%



The recent applicant profiles have been polarized into two significant groups – (1) applicants who place into Basic Writing or English Composition I after many years of no formal schooling, (2) applicants who have completed several college level English classes and often have a college degree. The program review data of AACC students entering in the fall of 2008 indicated that those who placed into Basic Writing and had lower reading scores were more likely to not complete first semester classes despite completion of a Basic Writing course prior to enrolling in AACC classes. One additional factor is that several of these students had not been enrolled in any school or training programs for more than twenty years.

One suggestion to support these students is that applicants who place into Basic Writing should enroll in and complete the Basic Writing Course during the summer semester prior to enrolling in AACC courses and not the fall semester which delays their admission to the program. A significant percentage (55%) of the applicants for the Fall-08 placed into Basic Writing and this had a detrimental effect on the course completion rate for that group. Several of these students did eventually complete these courses during the Fall-09 and will be graduating from the AACC in September 2010.

III. 1. b. Please comment on significant information that emerges from the Student Transfer and Employment Follow-up data. (Data from Institutional Research Office and Department Records)

The Student Transfer Options and Employability Data: The reported data is limited and does not accurately reflect the high employability percentages of recent program graduates. For the past five years the average percentage of graduates placed in part or full time employment in the field has been 75% with 60% of those obtaining employment at one of their fieldwork sites. A smaller percentage (20%) of graduates immediately continues their education, with a majority of them remaining at Middlesex Community College for an Associate's Degree. All credits from the AACC program are transferrable to MCC degree programs (Human Services, Liberal Studies, and Liberal Arts) and to four year colleges.

The measure of proficiency of the Employment PSLO is determined by information with graduates through phone surveys by the coordinator and site visits to agencies that have consistently hired AACC graduates for the past eighteen years.

III. 1. c. Please summarize findings from student surveys, student focus groups, and/or other types of surveys and focus groups the Committee chose to undertake. (Data from surveys and/or questions developed by the Committee)

Data analysis from student and exit interviews indicate that the current model of classes on only two evenings a week has been helpful in keeping class attendance at an optimum level. Many students in the program also work during the day and prefer to attend evening classes. Also, feedback from students supported the decision to increase curriculum information on the identification and treatment of the dual diagnosed client. Informational phone surveys for employers have verified a high rate of hiring AACC graduates (60%) who have successfully completed internships at their agencies

Section IV: Program Analysis

Target Populations:

IV. 1. a. Is this program intended to serve a target population(s)? Please explain.

The AACC program provides a one year counseling certificate to students who may have no education in the field of addiction treatment, but may have personal experience with substance abuse or to individuals who currently work in the field and are seeking the educational credentials necessary to be promoted to a counseling position.

While the initial grant for the AACC program was funded to recruit and educate paraprofessional workers in the field who wanted to increase their skills level and qualify for clinical positions at their agencies, more recent applicants have emerged from two groups.

The first group is applicants who are themselves in recovery from substance abuse/ addiction. The faculty estimates that this represents 50% of the students in the AACC program. Accurate numbers are not available because some applicants prefer to keep this information confidential and any self disclosures regarding addiction history are not required.

The second group includes a significant number of mature women with two or four year college degrees who are returning to the workforce or have a recent interest in a career in addiction counseling. This demographic group has constituted an increasing segment of the AACC applications and admissions in the past five years.

IV. 1. b. Are there plans to recruit/market for this program by targeting any new or different groups? Please explain. Are there additional student recruitment and/or marketing efforts in which program faculty would like to be involved? Please be as specific as possible.

A new group of applicants are individuals who have graduated with an associates or bachelors degree in psychology who are now seeking the state license for additional counseling as an employment credential. A potential marketing effort would be to offer one of the program's first semester courses on site to an agency that provides addiction treatment.

Recruitment of Applicants with Diversity: Other targeted groups for recruitment strategies are current minority direct care workers in the addiction treatment field or bi -lingual workers seeking a career change.

A focus group has been meeting at Tewksbury Hospital to identify and encourage minority applicants to the AACC program. One referral started the program in the fall, 2009 and is on schedule to graduate in May 2011. The executive director of Lowell House, a nonprofit agency in Lowell which has provided internships and employment for program graduates for almost twenty years, will sponsor an informational seminar on the AACC program in March 2011.

Adjunct faculty are also actively involved in marketing the program and have recruited several applicants from their respective agencies. Faculty meetings are held twice a semester to assess these efforts and to encourage a diverse applicant pool. A post graduate of Hispanic heritage and who is tri-lingual has also been involved in recruitment efforts.

Additional marketing strategies could include:

- Marketing the alcohol and substance abuse certificate to counselors in the human services field who are seeking additional education to specialize in alcohol and substance abuse counseling. The program focus is preparation for the exam and also surpasses the new Massachusetts licensing standards for substance abuse counselors and therapists. There has been a recent significant increase in applicants who already have a bachelor's degree.
- Marketing to agencies that are trying to educate their paraprofessional workforce.
- Targeting program managers and past program graduates in the field. Many referrals are individuals who possess a bachelor's or associates degree, however, do not have licensing credentials. The focus would be to provide graduates with the AACC educational certificate and to prepare graduates for the state licensing exam.

IV. 1. c. Are there plans to change or add to strategies currently in place to assess the program's fit with student interest and market demand?

Program faculty and the AACC Advisory Board continue to review and revise course material and curriculum to anticipate and reflect current and future changes in the substance abuse treatment field, such as diminished funding by DPH and also treatment limitations by managed care providers. The faculty has already completed content changes in two courses with an increased focus on individuals with a dual diagnosis of substance abuse and mental illnesses and also abuse of prescription medications. Also a revised informational packet and new insurance guidelines are provided in the first field work course.

The time and location of the courses required for this program serve to meet the needs of past and current students. One certification restriction for the CADAC certification is that only one of the required program courses- Intro to Human Services- may be completed in an online course; therefore all other courses must be completed in a classroom with an instructor who holds a current clinical license in Massachusetts.

A recommendation from the advisory board and an adjunct faculty is to offer an AACC course in the fall 2011 at Tewksbury State Hospital. A preliminary meeting has been held with an administrator of a treatment program at the hospital who has provided initial data on employees who might be interested in taking a course in interpersonal relations/group dynamics.

The program staff works closely with the MCC Admissions Department and with the Bedford Career Services counselor at the college. Admissions staff sponsor several Open House programs and also provides a convenient 1-800- information line for all MCC programs. The AACC program application cannot be completed online due to specialized admission procedure; however this policy should be examined to facilitate the program's application process.

IV. 1. d. Are there additional student recruitment/marketing efforts in which program faculty and/or staff would like to be involved? Please be as specific as possible.

The most successful recruitment effort in recent years has been onsite visits to agencies by the program coordinator to develop a personal relationship between MCC and the program directors and staff at these treatment programs. Also, adjunct faculty and past graduates of the AACC program have been successful in providing applicant referrals from agencies where they are employed or have conducted trainings.

Instructional Support

IV. 2 .a. Please describe mechanisms or procedures currently in place to monitor changes in the job market and review the program’s currency and “fit” with the educational interests and needs in our region. Explain how these groups have contributed and/or impacted the program’s offerings.

The AACC Program works cooperatively with internal groups, such as the Curriculum and Academic Standards Committees at the college, to ensure the relevance of program curricula to the field and to ensure that instruction provided by the program faculty reflects the latest licensing standards.

The department has also developed strong academic and instructional ties, including shared faculty, with the Human Services and Psychology Departments. This provides a comprehensive perspective on the needs and skill sets of other work force groups that may impact addiction treatment services.

IV. 2. b. Relevant external parties, such as advisory groups, corporations/agencies, professional groups, outside licensure/accrediting bodies, etc. If there is an advisory committee in place, please comment on the frequency of meetings and the contributions/impact the committee has had on the program. Include names of members and minutes of the meetings in the appendices of the program review.

The AACC Program has a number of mechanisms for monitoring changes in the job market. These include:

- An advisory board whose members include employees from several local addiction treatment facilities which provide substance abuse and mental health services. The board meets annually and has made recent recommendations on curriculum and CORI issues. Several members have stated that the CORI reviews have been more stringent and several job applicants have been refused employment based on past legal problems and convictions.
- The Fieldwork /Internship class has guest lecturers and panels of professionals and past graduates from the field as presenters on specific topics.

AACC Advisory Board – Appendix D

The AACC Advisory Board was initiated in 2006 and has held annual meetings since that year. The nine person board is comprised of representatives from local treatment agencies and colleges. Four current board members are AACC Program graduates. The Board meets with the program coordinator and adjunct faculty at least once per year to review the program's status and to make suggestions for curriculum revision, program development, and to discuss changing trends in the field.

This exemplary Advisory Board has supported the AACC program with current initiatives in the field. Individual board members are also active throughout the year in the program as adjunct faculty, guest lecturers, participating in career days, or supervising students at internship sites.

Professional Organizations

Another method to monitor changes in the employment market and to evaluate the program's curriculum with the needs of the field is the active membership by faculty in many professional organizations and agencies. Within the faculty of this department there are memberships in the following professional organizations:

- American Society of Addiction Professionals
- Massachusetts Psychological Association
- National Counseling Association (NCA)
- American Psychological Association
- American Counseling Association (ACA)
- American Academy of Addictive Disorders

Information and Regulations from the Department of Public Health

Another source of information is the websites for the Bureau of Substance Abuse Services and the Department of Public Health Licensing Division. These sites provide current information on the state funded treatment facilities throughout Massachusetts and the contact information for these agencies and programs. Also, all students at each level of licensing for addiction treatment are provided with the procedures for initial application and for renewal along with other requirements.

External Perspectives

IV. 3. a. Are program faculty and staff currently working with the Academic Planning Center or other areas of the College to interest students in taking courses in the program? Describe these interactions and the roles that the parties play.

The program staff works closely with the MCC Admissions Department and with the Bedford Career Services counselor at the college. Admissions staff sponsor several Open House programs, and also provide a convenient 1-800- information line for all MCC programs. The AACC program application cannot be completed online due to specialized admission requirement however this policy should be reviewed to facilitate the program's application process. The AACC program information on the MCC website would benefit from improved accessibility and also from an updated format with pictures and a detailed narrative about past graduates. The website information and format used by NECC for their program is one example that seems to be easier to access. This need is also addressed in the Program Needs for Improvement section.

IV. 3. b. Based on a review of other college catalogs, list the colleges in our general area that have similar programs and comment on significant differences from the ones we currently offer that bear further exploration.

Two other programs that are geographically close and academically similar to the AACC program at MCC are the Alcohol and Drug Abuse Counseling Certificate program at Northern Essex Community College and the Alcohol/Chemical Dependency Treatment Service Program Certificate at UMass Boston. Both programs are also one-year certificate programs that require a supervised field placement (internship) of 300 hours. The general curricula of both programs are similar to the AACC program, however NECC includes English Composition I as a required course in their program while MCC requires placement into this course as a program pre-requirement. Both programs have almost identical core course requirements and the same 29-credit graduation requirement; however the MCC program has an additional course in Counseling in their program instead of English Composition. The most comparable to the AACC program is the one at NECC since it was also started with the same grant and has been in existence for the same number of years. The enrollment levels at the NECC have been higher than those at MCC due to courses being offered during day and evening sessions and with a more visible connection to the Human Services program at the college. Also the NECC program does not require an admission essay to be submitted prior to acceptance. The program coordinator for the NECC Substance Abuse Counseling program also teaches in the Human Services program at NECC. The former program coordinator at NECC has been on the AACC program advisory board since its inception in 2006 and has been on numerous state wide and national review committees. Her experience and recommendations have been invaluable to the faculty and program coordinator at MCC. All three (3) counseling certificate programs have similar issues with retention and this has been identified by all three programs as a major focal point.

COMPARISONS BETWEEN NECC AND MCC PROGRAMS

Program Admissions (# Students Enrolled)

	2006	2007	2008	2009
MCC	19	20	28	29
NECC	34	33	42	48

Program Graduates (Annual)

	2006	2007	2008	2009
MCC	9	8	12	9
NECC	8	12	9	13

IV. 3. c. Based upon the committee's knowledge of institutions beyond our geographical area that have exemplary programs or are known for their 'best practices,' comment on significant similarities or differences at MCC and in what areas that bear further exploration.

Many of the colleges in the New York state system have offered certificates and degrees in counseling and human services for years. A college that has offered a one-year certificate in substance abuse counseling (CASAC) is the Metropolitan College of New York in Manhattan. The CASAC program at MCNY was initially introduced at the Bronx Extension Center in 1998 and relocated to MCNY's downtown campus in 2006. The program is approved by the New York Office of Alcohol and Substance Abuse Services (OASAS) and meets the educational component for the New York OASAS certification requirement as a substance abuse counselor.

Eight courses encompass the academic component of this non degree, New York State approved CASAC Program. Each course is 45 clock hours. Courses are offered on a pass/fail basis. Completion of the program requires passing all eight classes. CASAC students are provided with a comprehensive overview of the nature of substance abuse and chemical dependencies. CASAC Faculty are OASAS certified working professionals, who have substantial expertise in developing and administering treatment facilities throughout the tri-state area. Small class size maximizes student contact with their professors.

Two major differences between the CASAC program at Metropolitan College of New York and the AACC program at Middlesex Community College is the diversity of the student population and the pass/fail grading at MCNY. The diversity of students who enroll reflects the general population of the boroughs of New York City that the college markets to and also the extensive tuition scholarships program available to many students in this program. The utilization of pass/fail as opposed to the traditional grading system has been beneficial in reducing the stress of some adult learners concerning college grades and their previous challenges in high school or

after college. At MCC these same concerns are addressed by academic counseling and course advisement, peer tutoring, and diverse teaching/instructional strategies by professors. The marketing to a more diverse student applicant pool is an area that would be beneficial to MCC.

Section V: Curriculum

V. 1. a. Program Student Learning Outcomes (PSLOs)

Identify your Program Student Learning Outcomes

- Students will be able to pass the Certified Alcoholism and Drug Abuse Counselor (CADAC) exam after completion of the Alcohol/Substance Abuse Counseling Certificate program
- Students will be able to obtain employment in their field after completion of the Alcohol/Substance Abuse Counseling Certificate program
- Students will be able to communicate effectively in written and oral formats after completion of the Alcohol/Substance Abuse Counseling Certificate program.
- Students will be able to demonstrate effective interpersonal skills after completion of the Alcohol/Substance Abuse Counseling Certificate program.

2008-09	Pass certification exam
2009-10	Obtain employment
2010-11	Oral communication
2011-12	Written communication
2012-13	Interpersonal skills

V. 1. c. If applicable, discuss any changes you have made to your PSLOs and/or the ways in which the courses in the program support those PSLOs since your last program review.

N/A

V.1. d. Map the way in which your program provides opportunities for students to progress towards achievement of each Program Student Learning Outcome, by noting in which courses the outcomes are Introduced (I), Developed (D), or where students are expected to demonstrate Proficiency (P).

Curriculum Map I:

Course Opportunities for Student Achievement of PSLOs

PSLO	Course HUS 101	Course HUS 201	Course PSY 162	Course HUS 151	Course PSY 160	Course HUS 102	Course HUS 153	Course HUS 154
Pass exam	I	D	D	D	D	D	D	P
Obtain employment	I	I	I	D	D	D	P	P
Communication (Oral)	I	I	I	D	P	P	P	P
Communication (Written)	I	I	D	D	D	P	P	P
Interpersonal skills	I	I	I	D	D	P	P	P

V. 1. e. Please comment on the sequencing of opportunities for students to develop and achieve each PSLO within the program, as noted on Curriculum Map I.

The nine course curriculum for the AACC certificate has a preferred sequential order to the courses, however due to the availability of rolling admissions and students entering the program during the fall or spring semesters all instructors include material and objectives to meet the PSLOs of the program. The important PSLO of developing interpersonal skills and personal awareness is initiated on the first day of all classes in the program. Instructors inform the class that objectivity, tolerance and good listening skills are essential to the counseling profession. Interaction with other students is observed by faculty and class punctuality and attendance are measures of commitment to the program. All instructors record attendance and discuss any issues with students early in the program. The Oral and Written Communication achievements are assessed by assignments such as oral presentations, research papers, group discussions, and role plays as a group facilitator and group member in several classes. Many students determine their employment strengths, deficiencies, and preferences as a result of their experiences in the internship courses. Some students are hired immediately upon graduation into part time and full time paid positions at the same agency as their internship. The PSLO of passing the CADAC exam is one that is measured by the number of students who pass this state wide exam each year based on results reported by each graduate with the written results of the exam. To prepare for the exam, students attend presentations by recent AACC graduates who have passed the most recent exam, study seminars scheduled and structured by the program coordinator, practice exams, and are provided information on exam preparation seminars offered by independent agencies.

V. 1. f. On the following pages, please indicate how each PSLO is attained and how the attainment of each is assessed. If the strategy for attainment of a PSLO is contained within a particular course, please list the course first, with the relevant activity (or activities) listed next to each course. If there is nothing currently in place that is intended to provide for the attainment of a particular outcome or to assess the extent to which the outcome has been realized, please leave the appropriate space blank. The blanks will help to identify areas which need further development.

PSLO I- Pass the CADAC exam

Students will be able to pass the Certified Alcoholism and Drug Abuse Counselor (CADAC) exam after completion of the Alcohol/Substance Abuse Counseling Certificate program

Strategies for Attainment	
Course	Assessment Strategies
HUS 101/HUS 201	Case studies
PSY 162/HUS 101/151	Exam Information
PSY 160/HUS 102	Treatment models and care
HUS153	practice exams
HUS154	practice exams

Describe how this Program Student Learning Outcome is assessed for proficiency at the program level.

The student learning outcome is assessed for proficiency by the pass rate of AACC graduates who take the CADAC exam. MCC graduates have averaged a 77% pass rate over the last five years as compared to the state average of 69%.

*CADAC Exam Pass Rates
Comparison of MCC and State-wide Percentages*

	2005	2006	2007	2008	2009	5 Year Avg
MCC Pass %	76%	79%	83%	76%	70%	77%
State-wide Pass %	68%	67%	80%	67%	63%	69%

What does the program’s data analysis reveal about student achievement of this PSLO within the program?

The PSLO of completing and passing the state CADAC exam is an important goal and professional milestone for all program graduates. Approximately 90% of all program graduates take the exam within one year of graduation. These individuals report that they were well prepared for the exam by their academic courses, peer study groups, presentations by past graduates who excelled on previous exams, practice exams, one day exam preparation courses, and support sessions to identify potential stressors and strategies.

Direct feedback from past program graduates as well as data provided by the CADAC exam coordinator indicate that the pass rates for AACC graduates has consistently exceeded the overall state passing percentage. The percentage range on the passing rate has been from a low of 70% in 2009 (when the exam was recently restructured) to a high of 82%. For the five years examined in this report, the AACC graduates surpassed the state average by a minimum of 3%.

It should also be noted that the Massachusetts average passing rate on the CADAC exam exceeds the national average passing rate. The reasons for these excellent results have been presented in other sections of this report in detail, however a succinct list of interventions and supports are as follows: (1) Knowledge of current concepts in treatment and interventions due to all faculty being current clinicians in substance abuse treatment. (2) Curriculum content that covers important new medications, interventions, and drugs of abuse in research articles and by visiting lecturers. (3) A panel of past graduates, who recently passed the CADAC exam, provides information and support on test preparations and global content areas to current students. (4) The availability and review of practice exams and optional study groups for recent program graduates prior to taking the CADAC exam

What curricular and/or instructional changes are planned within the program as a result of this data (if any)? Consider:

- **The scope and sequence of Introductory, Developing, and Proficiency level student learning opportunities**
- **The adequacy of the range of learning experiences and assessment methodologies that your program offers to meet student learning needs**

The focus of the curriculum in the AACC program will continue to be a broad based overview of the essential definitions, theories, and constructs in addiction treatment, with experiential exercises in case studies and the individual and co-facilitation of therapeutic groups. The CADAC examination is offered in both June and December with a larger number of students taking the December exam. The high pass rate of AACC graduates and also feedback from those who take the exam have been indicators that the current curriculum and exam preparation material and supports have been successful.

PSLO II –Employment Options and Strategies

Students will be able to obtain employment in their field after completion of the Alcohol/Substance Abuse Counseling Certificate program

Describe how this Program Student Learning Outcome is assessed for proficiency at the program level.

The number of graduates who have obtained employment in the field of addiction treatment has ranged from 60%-90% over the past four years. The range is directly influenced by the number of students who continue their education or who have moved out of state and have not contacted the college or the program coordinator. Also many recent graduates from 2009 have reported that the employment offers were for part time non benefit positions in direct care agencies which have experienced budget reductions from the state.

The opportunities for employment have also decreased due to some recent consolidations of treatment agencies and also the sudden decision of the Lowell Community Health Center to close the only detoxification center in the Lowell/Tewksbury area. This will result in the elimination of more than 30 positions; 8 of these staff were past graduates of the AACC program and are currently seeking employment in the field.

What does the program’s data analysis reveal about student achievement of this PSLO within the program?

The program data analysis indicates that employment of past graduates was slightly higher before the recent recession and state wide funding reductions or no rate reimbursement increases in several treatment programs. There has been a recent funding and staffing increase in a state wide program that educates junior high and high school students on the strong correlation between early smoking and early abuse of alcohol. Two recent graduates of the AACC program are employed in this awareness and education program. Also several recent graduates have decided to continue their education after completing the AACC certificate and to assess the job market in two years.

What curricular and/or instructional changes are planned within the program as a result of this data (if any)? Consider:

The scope and sequence of Introductory, Developing, and Proficiency level student learning opportunities and the adequacy of the range of learning experiences and assessment methodologies that your program offers to meet student learning needs

The program will continue to have past graduates of the program from different years provide in-class presentations on their jobs and responsibilities to current students, as well as to discuss several employment search strategies. The program will continue to recommend the use of the MCC Career Counseling Office for support with resumes and job search strategies. The websites for the local treatment agencies are provided in the Fieldwork I class and a portfolio with a current resume and cover letter are required as an assignment in the Fieldwork II class.

PSLO III-Oral Communication (2010-2011)

Students will be able to express themselves orally and to successfully present a power point presentation on a population with the available supports for this group. Also all students will be able to facilitate a therapeutic group by themselves and with a co-facilitator.

Skill assessment and development of specific case presentation format skills begin in the first semester of the AACC program. In the HUS 101 course students are required to present in class informational sessions with power point materials to all students and the instructor. This twenty minute presentation is graded not only on the research and quality of the information, but also on the organization and presentation of that material to the class. Another assignment during that semester is a role play with another student that demonstrates knowledge of specific counseling skills, such as empathy, reflection, confrontation, clarification, and confidentiality. This is also an oral communication assignment to increase student confidence and ability to speak in front of groups, especially case reviews and interventions. During the PSY 160 course students are provided the opportunity to facilitate a group of peers (other students) in class while being observed and evaluated with constructive comments by the rest of the class and the instructor. These practical exercises and assignments provide the foundation for the student to then observe groups and individual counseling sessions at their fieldwork sites and to then facilitate their own groups and to complete psychosocial/ intake documentation.

This skill is one of the most important in the program since the ability to communicate with a diverse group of individuals is critical to success in the addiction counseling field. On any day the counselor may interact with administrators, administrative and office staff, other treatment professionals, such as a psychiatrist, nurse or fellow counselor, clients and their families, as well as court, probation, or DPH employees. A professional counselor must ensure that trust, empathy, and clear boundaries are established in the first encounter with a perspective client since there is a significant level of non attendance or lack of follow up in many programs. The intake counselor and group facilitator are the critical link with the client in establishing a commitment to treatment.

What curricular and/or instructional changes are planned within the program as a result of this data (if any)? Consider:

- **The scope and sequence of Introductory, Developing, and Proficiency level student learning opportunities**
- **The adequacy of the range of learning experiences and assessment methodologies that your program offers to meet student learning needs**

No specific instructional changes are planned for this PSLO and the learning experiences as presented on the chart will continue in the same order with the initial courses providing an introduction to skills in Oral Communication and the mid-program courses ensuring the development of these skills and the proficiency level being achieved by each graduate in the courses designated on the PSLO chart.

Additional Curricular Opportunities:

V. 2. a. Please describe any interdisciplinary courses which are provided as an integral part of this program.

Alcoholism and Substance Abuse (PSY 162) is an interdisciplinary course that is required of all students enrolled in the AACC program. This course is a social science elective in the Human Service and Psychology programs and is also offered as a free elective to any program or major at the college.

V. 2. b. Please comment on experiential/ work-based learning opportunities in the program (i.e., co-op, internships, service learning). Discuss how the content of the experience relates to course credit. How do you calculate the number of contact hours required in relationship to the credit awarded? What percent of students participate in each of these activities? Indicate any problem being faced in incorporating work-based learning.

A core component of the AACC program is the two (2) internship/fieldwork courses which require 150 hours of on-site clinical experience at a substance abuse treatment agency each semester. These 150 hours of fieldwork combined with a 75 minute weekly seminar at the college earn the student four (4) college credits. All students must successfully pass a CORI review by each agency prior to any on site placement with clients. This has been an increasing challenge for several applicants and recent students in the program. The college does not conduct any CORI checks, but does inform all applicants of this agency/fieldwork requirement. The students are provided a contact list of more than 18 placement sites to assist in their selection of their fieldwork. Also previous graduates often present on campus about their agency's interest in intern from the AACC program. These 300 hours are also required for the CADAC certification in Massachusetts and the LADC II license from the Department of Public Health.

The course Introduction to Human Services (HUS 101-30) has incorporated a service learning component. Students are required to complete additional on-site hours and written assignments concerning substance abuse treatment facilities. All students enrolled in the AACC program and enrolled in HUS 101 are required to complete the service learning component. These assignments provide the students with initial exposure to agencies and community treatment models. Other courses in the program build on this foundation and provide the student with additional information so that potential internships may be evaluated

There are two required internship courses that are required to complete the AACC certificate program. Each of these courses which are at the end of the program require a minimum of 150 hours of onsite clinical experiences at an approved agency with a licensed or CADAC certified supervisor. The other component of these courses is a 75 minute class with an MCC instructor to review progress in the fieldwork experience and to discuss situations that may arise. Students must also complete a professional portfolio during the Fieldwork II course.

V. 2. c. Please comment on the uniformity and appropriateness of content in multi-section courses and subsequent courses now in place. Do all courses have the proper

prerequisites? Is the flow and relationship of courses to one another satisfactory? Are there changes indicated, based upon program objectives and/or new needs identified through the assessment process?

There are neither current nor historical multi section courses due to the small student enrollment in the program. All courses have clearly state pre-requisites that area consistent with college policies. The flow of courses has been changed with the prerequisites of Counseling Skills (HUS 201) required prior to enrollment in Supervised Field Placement Seminar I (HUS 153).

One content change in the past three years has been the infusion of more information in the two counseling cores and the field placement seminars on the dual diagnosed client- an individual who has two co-existing conditions, i.e. drug abuse or addiction and a mental illness. This change was initiated due to information from research in the field, current and former students and faculty, as well as the AACC advisory members. The dual diagnosed patient is becoming more prevalent and at some facilities represents more than 40% of all admissions. An extensive knowledge base of the treatment options for individuals with mental illnesses and especially psychotropic and addictions medications is essential for all AACC program graduates

V. 2. d. Please comment on the role of developmental courses in the program? Which ones are relied upon by significant numbers of students in the program? What conclusions are you able to draw about the impact of these courses on students' preparation levels?

There are no developmental courses offered in the program, however students who do not place into college level English 101 are required to complete the Basic Writing Class prior to enrolling.

V. 2. e. Please comment on the role of developmental courses outside the program. Which courses in the program are relied upon by significant numbers of students, and which courses outside the program are relied upon by significant numbers of students? What conclusions are you able to draw about the impact of these courses on students' preparation levels?

The requirement to place into English Composition (ENG 101) or to have completed a college level English Composition class at another college is an important admission requirement in the program.

A higher percentage of recent applicants have been placing into the Basic Writing level and have been required to complete this course prior to being admitted into the AACC program. Previous graduates who have completed the Basic Writing course at MCC and then completed the AACC certificate have been competent in all writing assignments.

V. 2. f. In the event that there are admissions criteria for acceptance into the program, describe the rationale and process for establishing and reviewing the admission criteria. Do current criteria produce a pool of students who are adequately prepared to succeed in the program?

There are several admissions criteria for admission into the program.

These include the following:

- Completion of the standard MCC application form at the Admissions Department or Enrollment Centers in Bedford or Lowell.
- Placement into English Composition I (ENG 101) or successful completion of a college level writing course.
- Submission of a personal essay that answers the following two (2) questions:
 - What has motivated your recent professional interest in the field of alcohol and substance abuse counseling?
 - What specific qualities or attributes would you consider to be essential to being an effective counselor? What personal experiences or information might be important to us to know about you? Please discuss any employment in the field or educational/training experiences.
- Completion of an orientation session with the coordinator of the AACC program and a currently enrolled student.

The rationale for these criteria is to ensure that the most prepared applicants are admitted to the program and to clearly state the challenges and requirements for certification and licensing for a substance abuse/addiction counselor.

V. 2. g. Describe the array of instructional methodologies in required or elective courses. (e.g. face to face, online, hybrid, self-paced, experiential, inquiry/problem-based, case studies, projects, etc.)

All of the current required nine (9) courses are offered in the classroom in the evening division. All courses are only available on the Bedford campus and there is no transportation provided by the college from the Lowell campus at these hours. Public transportation or car pooling is coordinated for the limited number of students who do not have access to a vehicle.

Introduction to Human Services (HUS 101) is also offered as an online option in the fall semester, but the vast majority of students prefer to complete this course in the classroom. There are group projects in several courses, including Intro to Human Services, Counseling Skills, and Interpersonal Relations.

Section VI: Instructional Support

VI. 1. a. Please discuss the adequacy of the staffing level in the program to teach students.

The staffing level of faculty and administrative support has been excellent and consistent throughout the eighteen years of the program. All adjunct faculty and the program coordinator are available to students prior to or after classes and also by appointment or by the college email system. There has been minimal change in the leadership of the program and all of the adjunct professors are also current clinicians with many years of clinical and teaching experience.

VI. 1. b. Please discuss the adequacy of the staffing level in the program to advise students enrolled in the program.

The academic advising of AACC students for course selection and enrollment is done by the program coordinator. New applicants are enrolled after completion of the admission requirements. Most new students prefer to enroll in only two courses each semester due to family and employment responsibilities or academic concerns. The majority of advising hours are provided during the evening on the Bedford campus with additional hours offered during the day and by email. The coordinator's signature is required on all student course enrollment forms to ensure that course prerequisites have been completed.

VI. 1. c. What specific support services and activities (i.e., tutoring, media, library, disabled student support, computer labs, service learning) does this program require? Please comment on the availability and adequacy of these services. Be specific about any current deficiencies or projected needs.

The Student Support Services Department has been one of the most involved departments since the inception of the program. The extensive range of services provided has included personal and academic counseling, tutoring and test taking strategy sessions, and strategy sessions with the program coordinator. The computer lab has been readily available with excellent support and the evening research librarian has provided a specialized seminar in the library for AACC students on research for addiction treatment topics and data analysis. Most students in the program use the library staff for assistance in their research for several major writing assignments and research papers. There have been two students who have had research papers published in the MCC Writing Across the Curriculum project and three program graduates have had research articles published in recent journal publications.

VI. 1. d. How adequate and appropriate are program facilities and equipment? Please be specific about current deficiencies or projected needs.

Through the support of the Division Dean, the classroom assignments for all AACC classes were moved from Bedford House to the North Academic building several years ago. This has been a very necessary and positive move which has enhanced the learning environments of our students. Since all the classes are offered in the evening and in the same two classrooms, there is a close affiliation between students and faculty and the space is very compatible with student priorities.

All assigned classrooms are “smart rooms” due to the requirements for class presentations, power point, videos, and computer/online access. The College library and computer lab are also open and available to evening students.

VI. 1. e. Please describe any professional development needs of program faculty or staff.

All adjuncts and full time faculty in the AACC program are licensed clinicians and therefore have annual licensing requirements. These Continuing Education Units (CEU) are paid for by the specific faculty, however the college does have development monies for professional conferences, journals, and seminars. All professional development requests are met through the college or the Social Sciences Division.

VI. 1. f. Describe the sources of program funding. Are the funds adequate to support the program? Is the current use of funds effective to realize program goals? Does the program leadership have input into the program budget?

The primary source of funding for any ancillary instructional materials, such as videos, guest speakers or journal subscriptions, is the Social Sciences Division budget. The program recently purchased two new videos on Adolescent Alcohol Abuse and its consequences and another on Dual Diagnosis and related behaviors. Several guest speakers present each semester to current AACC students. Funds have been more than adequate to support these requests. Current levels of funding are expected to continue and the program coordinator meets with the Division Dean on budget issues and on all program purchase requests.

Section VII: Program Evaluation Summary

This section should be completed based upon review and consideration of the data supplied in Section II and the questions posed in Sections III, IV, V, and VI.

VII. 1. a. Program Strengths

(Bulleted List with reference to the question(s) numbers in the program review where this strength is explained.)

Program Strengths

- Outstanding continuity and qualifications of adjunct faculty in program
- All adjunct faculty have extensive clinical experience in the treatment of addictions
- All adjunct faculty are licensed clinicians
- All adjunct faculty receive excellent student evaluations
- All adjunct faculty have been instructing in the AACC program for a minimum of four years
- The current program coordinator has been an instructor in the program continually since its inception in 1994
- The availability, diversity, and number of fieldwork sites-26
- Recent additions of several new fieldwork agencies have received positive evaluations by students and faculty
- Numerous treatment facilities have accepted MCC interns since 1994 and have provided excellent supervision and experiences
- Approximately 25% of recent graduates have already achieved a minimum of an Associate's degree; several have a Bachelor's degree from a four year college. This has created increased dialogue among students about academic standards and expectations
- Program graduates have exceeded the state average for passing the CADAC exam for the past four years.

Only 25% of current students have any previous employment experience in the addiction treatment field, but those students add a current and "real world" perspective from their direct experiences as a care worker or counselor. Most want to remain at their current agencies, but one is seeking a promotion to a clinical position at a different agency.

VII. 1. b. Program Needs for Improvement, Proposed Plans for Improvements, Budgetary Implications, Timelines

Program Needs (Reference the question in the program review where this need is explained.)	Proposed Plans for Improvement (Bulleted list of suggestions.)	Financial Needs to Make Improvements	Proposed Timelines for Implementation
<p>To improve MCC Web Access to AACC Program Information and Application Process.</p> <p>Section: IV. 3. a Page 18</p>	<p>Strategies to improve the accessibility and content of the online information about the AACC program:</p> <ol style="list-style-type: none"> 1) Form a focus group to review the current AACC program material with students who have recently applied and enrolled in the program. 2) Present that information to the appropriate MCC resources for modifications and clarifications of the content on the website. 3) Allow online application to the program but continue the other requirements for admission. 	<p>Stipend for Web update or resources identified to meet goal.</p>	<p>By 7//2011</p>
<p>To Increase Program Applicant and Enrollment Diversity</p> <p>Section: IV. 1.b Page 14</p>	<ol style="list-style-type: none"> 1) Identify and contact current paraprofessionals or non licensed case managers in the addiction treatment field who are interested in a career as a licensed counselor. 2) Meet with members of the Advisory Board on an ongoing basis to develop new strategies to reach a more diverse population. 3) Meet with Lowell House executive director and management staff and other providers on the advantages of advanced education of their current work force.- March 2011 	<p>Video or photos to be developed for inclusion on MCC/AACC website.</p>	<p>By 9/2011 and ongoing</p>
<p>CORI Information Status and Current Limits set by DPH</p> <p>Section: IV 2.b Page 16</p>	<p>Applicants who disclose a CORI issue obtain a copy of their current CORI and review with program coordinator for possible fieldwork rejections.</p> <p>Continue to inform all applicants at the orientation sessions and also to review with enrolled students the restrictions on internship availability due to certain CORI issues.</p>	<p>Student would pay the required CORI review fee.</p>	<p>Ongoing and-2011</p>
<p>Offsite Class Offered at Tewksbury State</p>	<p>Meet with the five program directors on site at Tewksbury Hospital for AACC course interest and preferred times by staff at the</p>	<p>Adjunct AACC faculty to teach course.</p>	<p>By 9/.2011</p>

<p>Hospital for Transfer into AACC program</p> <p>Section: IV, 1,c Page 15</p>	<p>Hospital for PSY 160 to be offered in Fall 2011.</p> <p>Brian McKenna-Rice is available to teach this course.</p>		
<p>Increase Retention and Graduation Rates</p> <p>Section: III.1.a Page 11</p>	<p>Have the MCC Asst Director of Student Services meet with all AACC students in the first week of classes to review the supports available.</p> <p>Online Blog or Chat Room for current students and expansion of Peer Support network to all students in the program.</p>		<p>By 1/2011</p>

APPENDIX A

MCC Institutional Student Learning Outcomes

Knowledge and Skills

The MCC graduate will use knowledge acquired at MCC as a foundation for continued study and/or practical application.

- Freshman and sophomore foundation for transfer
- Professional skills for career track (degree or certificate)

Critical Thinking

The MCC graduate will demonstrate an ability to understand, interpret and analyze information in order to engage in critical thinking and problem-solving.

- Knowledge Acquisition, Comprehension, Application, Analysis, Synthesis and Evaluation
- Quantitative and Scientific Reasoning
- Knowledge Integration, Reasoning and Problem-Solving Across Disciplines

Communication

The MCC graduate will communicate, use information and employ technology effectively.

- Effective Written, Presentation and Numeracy Skills
- Information Literacy and Technology Fluency

Global Perspectives

The MCC graduate will communicate an understanding of the world from a global perspective.

- Historical, Political, Economic and Social
- Scientific and Environmental
- Aesthetic Appreciation and Creativity

Social Responsibility

The MCC graduate will demonstrate social responsibility both within and outside of the classroom.

- Multicultural and Diversity Awareness
- Ethics, Values and Social Justice
- Citizenship and Civic Engagement

Personal and Professional Development

The MCC graduate will demonstrate the capacity for on-going personal and professional development.

- Independent and Life-long Learning
- Professionalism and Accountability
- Collaboration
- Managing Responsibilities and Adapting to Change
- Initiative and Self-Advocacy
- Self Assessment

APPENDIX B

Primary Values and Goals

Teaching is student-centered, emphasizing interactive learning strategies, state-of-the-art technology, workplace and community service, and the incorporation of a forward-thinking core curriculum. Online classes, tutoring and library resources give students added flexibility for learning. Vibrant co-curricular opportunities reflect a broad array of interests and encourage a strong voice in student governance.

Classes are small, with instruction tailored to the needs of individual students. Writing, Reading, and Mathematics learning centers and tutoring in all college subjects enhance achievement, providing added personal attention and support. By accessing the academic, career and personal counseling available at both Middlesex campuses, students receive timely, individualized guidance throughout their college experience and assistance in planning the next steps in their education and careers.

An active Business and Industry program delivers just-in-time education and training at corporate and agency sites, while on-campus and web-based skills development, professional development, and lifelong learning programs are offered throughout the region. A unique partnership with MCC's one-stop Career Place gives students and community residents ready access to extensive career counseling, placement, and training in an off-site facility created to serve regional economic development needs.

Through partnerships with schools, businesses, the arts community, and service agencies, Middlesex participates actively in the day-to-day life and ongoing development of its local communities. Service Learning reinforces institutional and personal citizenship, involving students in authentic learning and vital community service, while international teaching and learning opportunities support partnerships abroad and globalization of Middlesex's curriculum.

Programs and services for students and community members of all ages, interests and abilities complement other college offerings, extending MCC's reach to diverse populations. Programs range from adult literacy and English-as-a-Second-Language instruction at college and precollege levels to Honors and post-graduate opportunities. Community residents can broaden specific skills and interests in a collegiate environment through an array of focused summer camps, specialized programming for youth and senior citizens, short-term courses and seminars, and online learning opportunities.

Through an emphasis on effectiveness, applied scholarship and instructional innovation, faculty and staff produce dynamic curricula and creative approaches to learning. An extensive professional development program supports exploration of effective teaching techniques, new technologies, and strategies that promote student achievement and success both in the classroom and beyond. College research and ongoing outcomes assessment reinforce Middlesex's commitment to continuous improvement and responsiveness in all of its offerings and services.

APPENDIX C

Course Descriptions for AACC Program

HUS 101 - Intro To Human Services

An introduction to and overview of the terminology, client populations, and career options in Human Services. The focus of the course will be on individuals in need, understanding our own value systems, social policies, and their impact, and critical trends, such as self advocacy, managed care, and prevention. Note: This course satisfies the Values or Ethics or Social Policy Intensive Value.

HUS 201 - Counseling Skills

Focuses on the techniques and processes involved in a helping relationship. Designed to develop student effectiveness in assessment, treatment planning, and one to one interview, through a combination of readings, lectures and structured learning experiences. Designed as a preparation for Supervised Field Placement.

HUS 151 - Counseling Theory and Process

Techniques of intervention used in individual, group and family work. Therapies included are: behavior modification, psychodynamic, existential-humanistic, client centered, gestalt, transactional analysis, rational emotive, reality, and family systems. Also discussed will be such questions as when to use a particular intervention, when to include another member of the family in the work and when to recommend a particular kind of therapy. Note: This course satisfies the Multicultural or Global Awareness Intensive Value.

HUS 153 - Supervised Field Placement and Seminar I

Students contract for a minimum of twelve hours per week at a practicum placement and a weekly seminar at the College. Fieldwork placements are supervised by a staff person at the fieldwork site and by the course instructor who visits the sites and maintains ongoing contact with the staff supervisor. Designed to increase understanding of entry-level positions in human services. Students have the opportunity to investigate human interaction, to apply interpersonal communications skills and work with individuals who are receiving mental health care.

HUS 154 - Supervised Field Placement & Seminar II

A continuation of the practicum and seminar core sequence. Students contract for a minimum of twelve hours per week at a practicum placement and a weekly seminar at the College. Supervised Field Placement and Seminar II provide an intensive exploration of the modalities, theories, techniques and experience of mental health care. Each seminar member is responsible for a weekly journal and demonstration of the relationships between theory and practice.

HUS 102 – Alcohol/Substance Abuse Treatment with Groups and Families

Prepares the student to facilitate groups with substance abusers, couples in which one or both partners are recovering, collaterals of substance abusers, adult children of substance abusers. Techniques for group leaders in establishing group, for overcoming defenses and roadblocks in the group setting, and the therapist's role in the group and counter transference, are covered.

HUS 103 - Stress Management and Relapse Prevention

Addresses the need for awareness of effects of stress and for stress management skills for people in recovery and for counselors working in the field of recovery. The foundation of the course is an understanding of how the inability to cope with internal and external stressors can lead to addiction relapse from recovery. Particular emphasis is on the specific stressors experienced in the first years of recovery, learning to use and teach stress management techniques to help clients, and research and clinical practices most relevant to relapse prevention.

PSY 162- Alcoholism and Substance Abuse

An in-depth study of alcoholism, substance abuse, and addiction, including a theoretical and historical framework. Examines the complex nature of substance abuse and addiction and contemporary treatment therapies. Issues include causes and medical/psychological consequences of substance abuse and addiction. Note: This course satisfies a Behavioral Science Elective and Written Communication Intensive Value.

PSY 160 – Dynamics of Interpersonal Relations I

Exploration of the small group process through participation, interpretation and study. Major focus is on the class itself as an interacting group providing for personal, interpersonal, and intellectual challenge. Note: This course satisfies a Behavioral Science Elective.

APPENDIX D

Alcohol & Substance Abuse Counseling Certificate Program

Advisory Board-2010

Clelia Beltrame

Center of Addictions Research & Services
Boston University
(Middlesex Community College Alumna)

Mary Di Giovanni

Professor Emeritus, Human Services Department
Northern Essex Community College

Eric Ekberg

Spectrum Health Systems
(Middlesex Community College Alumnus)

Gerald R. Garrett, Ph.D.

Professor Emeritus (retired) and Consultant
UMASS, Boston

Ellen Kelly

Lowell Community Health Center-ATS
(Middlesex Community College Alumna)

Linda Cunha

Program Director, Middlesex County House of Correction

Brian McKenna-Rice

Adjunct Faculty, Human Services
Middlesex Community College

Stephen C. Swindells

Residential Director, Lowell House
(Middlesex Community College alumnus)

Max Whiting

Professor (retired), Human Services Program
Middlesex Community College

- b. Are there additional student recruitment/marketing efforts in which program faculty and/or staff would like to be involved? Please be as specific as possible.**

The most successful recruitment efforts have been onsite visits to agencies by the program coordinator to develop a personal relationship between MCC and the program directors and staff at these treatment programs. Also, adjunct faculty in the programs have been successful in providing referrals from agencies where they are employed or have conducted trainings.

- c. Please comment on any Advanced Placement (high school) or Articulation Agreements (4-year institutions) that apply to your program. Are the agreements current and signed by all partners? What percentage of students in the program takes advantage of each agreement?**

The only educational agreement is that all the credits earned in the AACC program are transferrable to the two year Associates degree in Human Services.. Several graduates have transferred to and completed this degree.

Alcohol and Substance Abuse Counseling Program
Advisory Board Meeting
May 7, 2009
Minutes

Joe Gardner welcomed the board members in attendance: Ellen Kelly and Clelia Beltrame from the Lowell Community Health Center, Eric Ekberg from Spectrum House, Brian McKenna-Rice and Donna Holaday, who are adjunct faculty members at MCC, in the AACC Program as well as the Human Services Dept., John MacMillan, an administrator at the Substance Abuse Treatment Unit at the Billerica House of Correction, and Steve Swindells, a program director at Lowell House and an AACC program graduate from the original class.

1. Program Statistics There are 22-23 students currently enrolled in the program, which now allows rolling admissions. Fifty % of the current students are in recovery. The program is comprised of 60% female and 40% male students. MCC has a graduation rate of 50% enrolled in the AACC Program and the placement rate of our graduates working in the field is approximately 80%.

2. Program Courses and Curriculum: Brian McKenna-Rice and Donna Holaday reviewed Program Courses. Adjunct professors stated that some students were deficient in writing and presentation skills, and demonstrated a lack of self confidence. They also noted that some students would be introduced to some subject matter several times because of the rolling admission program. Professor Holaday stated that some students had underdeveloped writing skills. She stressed that her students were being trained to find resources on the web and to give power point presentations in class to increase their advocacy skills and their ability to speak with clients. She also recommended that students visit several intern program sites to see how they may differ from one another, and find which would be a good match for their personal skills/ and education/ experience level.

3. Fieldwork and Placement Issues Ellen Kelly, a former AACC program graduate, stated there were internships available at the Lowell Community Health Center. She said one issue for many interns was the extensive amount of clinical and administrative paperwork needed and maintained for each of the clients. She agreed with Donna Holaday that students need to be flexible and organized. Steve Swindells stated that Lowell House will continue to accept 2 interns per semester and that Lowell House now employs 9 past AACC graduates, including himself. Clelia Beltrame said that evidence-based treatment was becoming the norm and that SAMSHA will expect quantitative and organized outcomes as procedures are implemented.

4. Employment Opportunities are available but a CADAC certificate is preferred, because it is required for work at federal facilities. Also if you take the CADAC exam in Massachusetts, it is transferrable for employment as a counselor in. New Hampshire.

5. CORI Issues including License Suspension was the final issue that was discussed. John MacMillan felt a recent minor transgression would not prohibit placement at the Billerica House of Correction, if a probation sentence had been completed. Many members thought that a period of three years should have passed before anyone with a DUI/DWI conviction should be

considered for work in a substance abuse program. Donna Holaday thought a person should not be eligible to work in a substance abuse program for seven years after having a license suspended, because some jobs include transporting clients.

Joe Gardner ended the meeting by inviting the board to attend the graduation of students completing the AACCC program on September 24, 2009.

**Alcohol and Substance Abuse Counseling Program
Advisory Board Meeting
August 12, 2010
Minutes**

Joe Gardner welcomed the board members in attendance: Bob Howard from the Lowell Community Health Center, Eric Ekberg from Spectrum House, Brian McKenna-Rice, faculty member at MCC in the AACC Program as well as the Human Services Dept., Max Whiting, retired MCC Human Services faculty member, Linda Cunha, an administrator from the Substance Abuse Treatment Unit at the Middlesex County House of Correction, Mary DiGiovanni, Professor Emeritus of Human Services from Northern Essex Community College, and Matt Mullens from McLean Hospital's Adolescent Treatment program.

1. Joe Gardner spoke of Retention Issues. The attrition rate is about 30%. He cited relapse issues and time management conflicts as major academic obstacles for students enrolled in the program. There has been a recent increase in students with bachelor degrees in the past two years, however students with related work experience and a high school diploma with placement in ENG 101 achieve almost as well academically. Joe suggested a class be offered on the grounds of Tewksbury State Hospital in the fall 2011 to increase admissions. Bob Howard thinks the idea would be well received by the administration at the hospital. A meeting will be scheduled to discuss specifics.
2. Brian McKenna-Rice reported that he had a significant withdrawal rate for his second semester class in the AACC program and that three students were academically challenged by assignments. Max Whiting thinks that students entering the program continue to Academic and Counseling need supports. Mary DiGiovanni believes that skill standards need to be maintained. Linda Cunha questioned if students have peer support. There are AACC study groups at the college. Max speculated that it has always been difficult to get students at a commuter college who work fulltime to study or meet together. Joe Gardner suggested instituting an online "chat room" for students to communicate ideas while off campus to support AACC students.
3. Fieldwork Internships are available, although CORI checks are a serious barrier for some students due to more stringent overview by DPH and their funded agencies. Fewer waivers are being granted. Tewksbury State Hospital has instituted a policy where the Human Resources Department is the decision maker on accepting or denying applicants with CORI issues rather than program supervisors. Linda Cunha commented that (at the Middlesex County Sheriff's Dept.) there are special rules for non-negotiable offenses. Prescription drug abuse is becoming more prevalent than illegal drug use; so many CORI violations involve falsified prescriptions.
4. Attracting new applicants with diverse backgrounds and increasing enrollment from 25 to 30 students is a major goal of the program for the coming year. Brian and Max speculate that students would perceive a minority instructor as more approachable and a role model for their careers. Joe is planning a "Career Day" on the Lowell campus, and offering an

initial course in Lowell for students who do not have transportation to the Bedford campus. Max suggested publicizing the program at work sites with a diverse work force. Mary and Matt agreed that flyers placed in strategic areas would help draw attention to the program. Financial aid is available for many human service program students and is an increasing need of AACC applicants program.

5. Employment Opportunities are available but there has been a shift to more part-time or per diem work. There are not many opportunities for full-time employment with benefits due to funding limitations. Spectrum Inc is focusing on licensing for all clinicians which may decrease staff turnover. Eric states that the newer employees at Spectrum have more credentials than the long term employees. There are full-time positions at the clinician level if they are licensed. He also noted that Spectrum has limited scholarships available for certain staff interested in advanced education in the field.
6. Joe Gardner suggested that the next Advisory Board Meeting be in May, 2011. He then invited all the Board Members to the AACC Graduation ceremony on September 16 at 5:45 pm in the Student Café, Bedford. Lia Beltrame, a 2006 AACC Program graduate who is completing the combined graduate social work and public health programs at Boston University, will be the Graduation Speaker.