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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year

2021-2022

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Social and Behavioral Sciences

Department Name

Behavioral Sciences

Department Chair Name

Jeff Epstein and Netta Schroer

Discipline Name

Alcohol and Other Drug Studies (AODS)

Department Chair email

nschroer@palomar.edu

Please list the names and positions of everyone who helped to complete this document.

James Fent

Nicole Rose

Website address for your discipline<https://www2.palomar.edu/pages/aods/>**Discipline Mission statement**

The mission of the Alcohol and Other Drug Studies Program is to prepare students with academic training and hands on experience for employment in various substance abuse treatment settings and obtain California state certification as a drug and alcohol counselor. The Alcohol and Other Drug Studies Program facilitates and enhances student learning in a supportive environment, through comprehensive education, utilizing academic courses and field placement experiences.

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?

Yes

Are any of your programs TOP coded as vocational (CTE/CE)?

Yes

List all degrees and certificates offered within this discipline.

Certificate Alcohol and Other Drug Studies

A.S. Alcohol and Other Drug Studies

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?

1

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

.80

For this past fall semester, what was your Part-time FTEF assigned to teach classes?

1.39

List the classified and other permanent staff positions that support this discipline.

Behavioral Science ADA.

List additional hourly staff that support this discipline and/or department

Behavioral Science ADA, Sheri Frankfurth

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program learning outcomes, the annual number of completions, goals for completions, and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in **Nuventive Improve** (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?

Program student learning outcomes:

Knowledge Base of the 12 Core Functions - These are the basic skills of a substance abuse counselor required for State of California certification.

Supervised Field Work Internship/Practicum Hours - Practicum/intern hours are educational requirement for State certification as a substance abuse counselor in California.

Ethical and Social Responsibility in a Diverse World - Ethical guidelines established by American Counseling Associations California Code of Conduct.

How do they align with employer and transfer expectations?

These student learning outcomes align with employers by meeting the educational requirements required to apply for the California State Certification Examination.

In addition, these outcomes indicate students have met educational requirements and are prepared to enter the workforce as entry level substance abuse counselors.

Describe your program's plan for assessing program learning outcomes.

Program outcomes are assessed on a 3-year cycle or as certification, education requirements or changes in the field occur.

Summarize the major findings of your program outcomes assessments.

Palomar College's Alcohol and Other Drug Studies Program is meeting or exceeding student learning outcome goals and objectives.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.

Degrees and Certificates Awarded (Count)

Row Labels 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21

AA/AS

Associate in Arts Degree 1 2

Associate in Science Degree 5 11 9 4 8 11

AA/AS Total 5 11 9 5 8 13

Certificate

Certificate of Achievement 27 26 21 9 28 26

Certificate Total 27 26 21 9 28 26

Grand Total 32 37 30 14 36 39

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Increased

What factors have influenced your completion trends?

Effective Fall, 2019 Medicaid began coverage for residential substance abuse treatment (previously only outpatient).

Many local substance abuse treatment providers began offering residential substance abuse treatment which has increased the need/demand for substance abuse counselors.

Additionally, President Trump declared an opioid crisis in 2017, introduced the Stop Opioid Abuse Initiative. October 2018, the Trump Administration secured \$6 billion in new funding over a two-year window to fight opioid abuse.

The impact of the COVID-19 pandemic and it's effect on AODS completion are unknown.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

The changes in funding have positively contributed to the success of the Alcohol and Other Drug Studies program by increasing the need for substance abuse counselors. As a result of the increased demand for substance abuse counselors, entry level pay has increased as well. Prior to 2019 entry level pay for a substance abuse counselor was \$15.00 per hour. Fall, 2021 entry level pay is on average \$21.00 per hour. As a result, enrollment and completions have increased.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

The sudden move to distance learning March 2020 presented a major challenge to the Alcohol and Other Drug Studies Program. Many students struggled with an online format and either dropped or postponed courses. Therefore the impact of the COVID-19 pandemic and its effect on AODS completion are unknown.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

What is your program's standard for Discipline COURSE Success Rate?

80.0%

Why did you choose this standard?

This standard was selected to encourage and promote active involvement by faculty to ensure student success. This standard was selected as a stretch goal.

What is your stretch goal for course success rates?

80.0%

How did you decide upon the goal?

To encourage and promote active involvement by faculty to ensure student success.

COURSE STUDENT LEARNING OUTCOMES (SLOs)**Summarize the major findings of your course level student learning outcomes assessments.**

Palomar College's Alcohol and Other Drug Studies courses are meeting or exceeding student learning outcome goals set at 80%.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.

Yes

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **all** of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

Addictions Counselor, Case Manager, Certified Alcohol and Drug Counselor (ADAC), Chemical Dependency Counselor (CD Counselor), Chemical Dependency Professional, Clinical Counselor, Counselor, Drug and Alcohol Treatment Specialist (DATS), Prevention Specialist, Substance Abuse Counselor (SA Counselor).

Emerging careers are: Peer Support Specialists. This is an entry level position. This position will impact future planning by changing course curriculum to include job knowledge, skills and abilities required for this position.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Counsel and advise individuals with alcohol, tobacco, drug, or other problems, such as gambling and eating disorders. May counsel individuals, families, or groups or engage in prevention programs.

Complete and maintain accurate records or reports regarding the patients' histories and progress, services provided, or other required information.

Counsel clients or patients, individually or in group sessions, to assist in overcoming dependencies, adjusting to life, or making changes.

Assess individuals' degree of drug dependency by collecting and analyzing urine samples.

Follow progress of discharged patients to determine effectiveness of treatments.

Conduct chemical dependency program orientation sessions.

How does your program help students build these KSA's?

All Palomar College Alcohol and Other Drug Study courses are designed to educate students on the "12 Core Functions" of substance abuse counselors established by the California Department of Health Care Services.

<https://www.dhcs.ca.gov/>

Additionally, two Fieldwork/internship courses are required to facilitate students gaining working skills and abilities, real world experience.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

Yes

What have you done to integrate work-based learning?

Palomar College's Alcohol and Other Drug Studies Program includes two fieldwork or internship courses. These courses are corequisites with the Cooperative Work Experience program.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

Work-based learning provides students the opportunity to apply the knowledge gained in lecture courses. Student interns work in substance abuse facilities practicing counseling skills in a supervised fieldwork course(s).

How do you engage with the community to keep them apprised of opportunities in your program?

Palomar College's Alcohol and Other Drug Studies Program has a community advisor committee made up of local substance abuse treatment program directors, supervisors and clinicians.

Palomar College's Alcohol and Other Drug Studies Program Coordinator meets each semester (currently online) with program supervisors where student interns are performing cooperative work experience.

Additionally, the Program Coordinator is a board member in several community boards/community partners.

What is the regional three-year projected occupational growth for your program(s)?

Substance abuse counseling has been identified by the United States Bureau of Statistics for outstanding growth projections. The increase in employment for Substance Abuse Counselors is 22% over the next 3 years. This is one of the highest projected growth increases of any occupation listed in the "U.S. Occupational Outlook Handbook."

What is being done at the program level to assist students with job placement and workforce preparedness?

Palomar College's Alcohol and Other Drug Studies Program is working on building a job board which will provide employers the opportunity to present open positions to students. In addition a virtual career fair is being scheduled for Spring 2022.

The Program Coordinator assists students with both intern and employment opportunities on an ongoing basis.

When was your program's last advisory meeting held? What significant information was learned from that meeting?

The last advisory meeting was held Spring 2021. The most significant information was preparing students to function/counsel in an online or virtual environment.

What are the San Diego County/Imperial County Job Openings?

Projected job openings (2019-2029) 39,400

In San Diego-Carlsbad, CA:

Wage data for Substance Abuse, Behavioral Disorder, and Mental Health Counselors.

Workers on average earn \$44,730.

10% of workers earn \$32,500 or less.

10% of workers earn \$75,310 or more.

In California:

Wage data for Substance Abuse, Behavioral Disorder, and Mental Health Counselors.

Workers on average earn \$50,090.

10% of workers earn \$32,770 or less.

10% of workers earn \$96,920 or more.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year **SMART goals** for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's Strategic Plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Goals

Goal 1

Brief Description

Assess the enrollment and retention rate of the new Social Work and Human Services CTE Pathway Program

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Track enrollment and completion of Social Work and Human Services courses, SWHS 100 and 120.

Track number of students completing the Social Work and Human Services certificate and associates degree.

This will be in collaboration with the VP of Instruction, Department Dean, CTE Program, AODS/SWHS Advisory Board, and Curriculum Committee.

This program was developed to captivate students interested in a human services degree that is aligned with the TMC established by the State Chancellor's Office for Social Work and Human Services.

Outcome(s) expected (qualitative/quantitative)

The outcomes expected are increased enrollment at Palomar College and increased students transferring to CSU and UC for a Human Services degree.

This is a new program and baseline needs to be established.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal meets the department goals by broadening the: Academic knowledge, skills and training of students as well as increasing opportunities for employment. This goal is in alignment with guided pathways as a clear, detailed outline of how to achieve a degree for transfer in Social Work and Human Services.

Expected Goal Completion Date

5/27/2022

Goal 2

Brief Description

Resume Alcohol and Other Drug Studies Certificate and Degree Program/Courses at the North Campus.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Community engagement and marketing efforts to create awareness of the certificate and degree program were begun Spring 2019. On campus courses were discontinued due to the COVID-19 pandemic. This program will capture potential students living in Fallbrook and the Temecula Valley.

Once it is announced courses will be taught on campus, marketing and promotional efforts will resume.

Outcome(s) expected (qualitative/quantitative)

Offer one and half (1 1/2) year cohort track of courses for achievement of the Alcohol and Other Drug Studies Certificate on the North Campus.
Goal of twelve (12) students completing certificate program one year after on campus courses resume.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Expands opportunity for students to achieve education and paid employment in the substance abuse treatment field.
Capture potential students living in Fallbrook and the Temecula Valley.
Aligns with the college strategic plan by increasing total enrollment.

Expected Goal Completion Date

5/26/2023

Goal 3**Brief Description**

Provide 3 or more AODS distance learning courses once we resume on campus instruction.

Is this a new or existing goal?

Existing

Goal Status

Completed

How will you complete this goal?

This goal has been met with all Alcohol and Other Drug Studies courses being taught through distance education effective March 2020.

Outcome(s) expected (qualitative/quantitative)**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?****Expected Goal Completion Date****Goal 4****Brief Description**

Hire part-time hourly employee to aid the Alcohol and Other Drug Studies Program and Social Work and Human Services Program to function as a liaison between the college and community partners.

Is this a new or existing goal?

New

How will you complete this goal?

Hire a Part-Time employee to perform marketing and promotion of the Alcohol and Other Drug Studies program and the Social Work and Human Services Program.

Outcome(s) expected (qualitative/quantitative)

This position will help ensure program success and the success of students interested in this major and field of work.
The expected outcome is an increase in certificate and associate completion rates by 10 students per year.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Funding will help achieve the goal of increasing student enrollment and employment by allowing the program to hire a specialty expert to provide marketing, promotion and build relationships with industry providers and regional employers.

Expected Goal Completion Date

5/26/2023

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

Yes

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Associate Professor, Alcohol and Other Drug Studies

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

A full time faculty member will allow for greater consistency within the department by promoting department and program goals and philosophies.

Currently there is only one full-time faculty member for Alcohol and Other Drug Studies and Social Work and Human Services.

The addition of a full time faculty will facilitate diverse views and input with guided pathways, PRP, curriculum, part-time staff evaluation and course content.

The addition of a full time faculty member will increase student mentoring, tracking and assistance which will lead to greater completion rates.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

No.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

No.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Fall 2020 Full-Time .80, Fall 2020 Part-Time 1.39.

The Alcohol and Other Drug Studies Program course enrollment demonstrates consistently high enrollment and course retention. However, certificate and associate degree completion rates could be higher.

A full time faculty member will promote increased student enrollment and employment by providing marketing, promotion and enhanced relationships with industry providers and regional employers. This position will help ensure program success and the success of students interested in this major and field of work.

Is your department affected by faculty on reassigned time? If so, please discuss.

The Program Coordinator only receives 20% release time to complete the many administrative tasks required for the program such as: PRP, faculty evaluations, marketing and promoting the program, community partnership and development, internship placement and assessment, committee involvement etc.

Are you requesting new Classified, CAST or AA positions?

Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

ADA Behavioral Sciences

Is this request for a full-time or part-time position?

Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability

Our last ADA retired last year and we require a new ADA in order to complete the administrative tasks within our department.

Our current ADA is responsible for Philosophy, Sociology, Alcohol and Other Drug Studies, Religious Studies, Women's Studies, Psychology, and Anthropology

Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?

This will increase efficiency since we do not currently have an ADA. The current workload for our ADA means that their attention is distributed over seven disciplines.

An ADA in behavioral sciences is imperative for the success of each discipline within behavioral sciences and their respective PRPs.

Is there funding that can help support the position outside of general funds?

No

Describe how this position helps implement or support your three-year PRP plan.

An ADA in behavioral sciences is imperative for the success of each discipline within behavioral sciences and their respective PRPs.

Strategic Plan 2022 Objective

1:5

3:5

4:1

4:3

5:1

5:2

If the position is not approved, what is your plan?

There is not a provisional plan. We cannot outsource the work of the ADA, which requires specific skill sets that most of the faculty do not possess.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

No

NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Part 4: Facilities Requests

Do you have resource needs that require physical space or modification to physical space?

No

PART 5: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

jfent@palomar.edu