



2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Social and Behavioral Sciences

Department Name

Behavioral Sciences

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Alcohol and Other Drug Studies (AODS)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Jeff Epstein and Netta Schrorer

Department Chair email

jepstein@palomar.edu

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

James Fent, Program Coordinator Alcohol and Other Drug Studies and Social Work and Human Services

Website address for your discipline

<https://www.palomar.edu/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 ☐ No

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

☒ Yes ☐ No

List all degrees and certificates offered within this discipline.

Alcohol and Other Drug Studies Certificate and Associates Degree.
Social Work and Human Services Certificate and Associates Degree.

AA, AS, ADT, Certificates, etc.

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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

1

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

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

.80

Link: [FTEF Data](#)

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

1.42

Link: [FTEF Data](#)

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Social and Behavioral Science Academic Department Assistant (ADA). 12 months and approximately 30% of their workload

Link: [Permanent Faculty and Staff Count](#)

List additional hourly staff that support this discipline and/or department. Include weekly hours.

Student Mentor aka Teachers Assistant. 10 hours per week.

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](#). 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? Please explain.

The program learning outcomes clearly define the scope and depth of both the degree and certificate by defining the entry level job knowledge and skills of an entry level substance abuse counselor.

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: [Program Completions](#)

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Past 5 years	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
AA/A	9	5	8	13	13
Certificate	21	9	29	26	33
Total	30	14	36	39	46

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

☒ Increased ☐ Stayed the same ☐ Decreased

Choose one

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.

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.

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 and Social Work and Human Services Programs. 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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

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%.

Course level SLOs can be accessed through [Nuventive Improve](#)

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

☒ Yes ☐ No

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 O*net Link below) 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.

Link: <https://www.onetonline.org/>

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

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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 23% 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 2023.

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

Community treatment providers are invited to present job opportunities to the Fieldwork students in AODS 298 and AODS 299.

Two state certifying agencies provide a free job listing: ccapp.us and cadtp.org.

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

The last advisory meeting was held Spring 2022. The most significant information was preparing students to function/counsel in an online or virtual environment. Heightened education and treatment modalities for the Fentanyl/opioid crisis.

Career Education programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year.

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

Include short-term # of projected job openings and long-term # of projected job openings

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 ☐ No

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. The Social Work and Human Services program incorporates service learning as a practical experience tool.

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 which meets annually. 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. Community partners are invited to present their program opportunities to the Fieldwork students in AODS 298 and AODS 299.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Familia, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits).

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

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

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for

eliminating a goal). Describe Outcomes, if any.

Since the COVID - 19 Pandemic there has been a decline in course completion rates. The program will continue to track completion and retention.

Goal 2

Brief Description

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

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Assess student demand for on campus courses at the North Campus.

Goal 3

Brief Description

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

Goal Status

☒ Completed ☐ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Fall 2022 offering 7 courses through distance education. Goal achieved.

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.

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Currently working on a grant to obtain funding for this position through the San Diego Workforce Development Program.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

Focusing efforts on course, certificate, and degree completion.

[Click here to access the Strategic Plan 2022.](#)

Describe any changes to your goals or three-year plan as a result of this annual update.

Goal # 3 achieved.

No changes to the three-year plan at this time.

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

☒ Yes ☐ No

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, increase student tracking, and retention 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 2021 Full-Time .80, Fall 2021 Part-Time 1.42.

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

Refer to data and other analysis earlier in this document.

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:

Duties of the Alcohol and Other Drug Studies and Social Work and Human Services Coordinator General

Serve as the public spokesperson for the programs and representative of the programs to the department chair, dean, and community.

Serve as contact, resource, and advisor for prospective students

Serve as the central figure available to address questions and concerns about the programs from students, faculty, staff, administration, and others with the expectation of resolution of issues at the program level.

Ensure that the program's social relations and activities among faculty, students, staff, and the community contribute toward the achievement of the academic objectives of the programs and Palomar College

Direction of the Academic Program

Promote the attainment of program certificates and associates degrees and school goals such as human services career and CTE pathways.

Lead the programs in determining both short- and long-term goals, in establishing and executing assessment efforts, and in using assessment results to promote continuous program improvement.

Provide outreach to potential students, community partners, such as industry employers and other college program coordinators, and program graduates.

Offer program outreach and orientation sessions for new and prospective students.

Develop, coordinate, submit, and assess Student Learning Outcomes (SLO's) for both courses and Programs.

Collaborate with administration to ensure an effective and ongoing Community Advisory Board for the programs.

Meet with Advisory Board at least once per year.

Review and update curriculum in coordination with faculty.

Maintain and update program compliance and accreditation with accrediting agencies CADTP, CCAPP, and CAADE.

Oversight of Teaching and Advising

Schedule and staff program courses.

Hire, assign courses, and evaluate all part-time faculty in collaboration with department chair, TERB, and in cooperation with the dean.

Monitor course registrations and make appropriate adjustments in course schedules and instructor assignments.

Ensure timely development, approval, offering, and review curriculum of record of programs courses.

Oversee programs involvement with internship sites and other off-campus programs.

Maintain educational quality of internship experiences through maintenance of internship site MOU's, communication with site supervisors, and regular site visitation.

Maintain good relationships with internship sites and identify and cultivate new sites as needed.

Facilitate and expedite the processing of drop/add and transfer credit requests as well as other requests that require program coordinator approval.

Professional Development of Faculty and Staff

Communicate regularly and mentor faculty and staff associated with the programs, especially in relation

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

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

jfent@palomar.edu