

Entry #: 79 - Social and Behavioral Sciences

Status: Submitted

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**DRAFT****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.

**ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.**

**BASIC PROGRAM INFORMATION****Division Name**

Social and Behavioral Sciences

**Department Name**

Behavioral Sciences

**Microsoft\_List\_ID****Discipline Name**

Alcohol and Other Drug Studies (AODS)

**Department Chair Name**

Jose Briceno

**Department Chair email**

jbriceno@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://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

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

Yes

**List all degrees and certificates offered within this discipline.**

Certificate and associates in Alcohol and Other Drug Studies

Certificate and associates in Social Work and Human Services

**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)?**

2

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

AODS = 1.40

SWHS = .40

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

AODS = 1.03

SWHS = 0

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

Behavioral Science ADA

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

Behavioral Science ADA, Sheri Frankfurth

**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 to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

**COURSE SUCCESS AND RETENTION****Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?**

Increased

**Was this expected? Please explain.**

Yes, with the addition of an additional full time faculty member and State funding to aid with tuition and education expenses.

**Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?**

Increased

**Was this expected? Please explain.**

Yes, with the addition of an additional full time faculty member and State funding to aid with tuition and education expenses.

**Are there differences in success or retention rates in the following groups? (choose all that apply)**

When or where (time of day, term, location)

Age

Modality (Online, Face to Face, Hyflex, etc.)

Ethnicity

Gender

Special Pop. (Veteran, foster youth, etc.)

**When or Where: What did you find and why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?**

Success and retention rates were highest for face-to-face evening class. Not enough data to compare, only one day time class offered. The program has not been provided the opportunity to offer courses in the day time, as classes are "rolled over" from the previous year.

**Modality: What did you find and why do you think differences based on the modality in which courses were offered exists? What do you need to help close the gap? (Please specify the modalities in which you see gaps, i.e. online synchronous or asynchronous, face-to-face, hybrid, hyflex, etc.)**

Both success rate and retention rates were higher for face-to-face courses versus distance education. Many students enrolled in AODS courses require more frequent and more instructor attention. More academic counseling and assistance in basic college skills.

**Gender: What did you find and why do you think gender differences exist? How can you close the gap?**

Females had both the highest success and retention rates. No idea why there are differences between the genders.

**Age: What did you find and why do you think age differences exist? What do you need to help close the gap?**

Students 50 and older had both the highest success rates and retention rates. Motivation and a desire to make AODS their long - term career.

**Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?**

Multi ethnicity had the highest success rates. Retention rates across all ethnicity were relatively consistent.

**Special Populations: What did you find and why do you think special population differences exist? What do you need to help close the gap?**

Veterans had both the highest success and retention rates. Funding is dependent on success and completion.

**Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.**

Community outreach, individualized education planning, orientations, San Diego Workforce Partnership. Working toward offering more courses in person.

## COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")



[AODS - Report 0.xls](#)  
7.5 KB



## PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

### 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.

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.

Academic Year AT APD Student Count Column Labels  
Row Labels 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22  
AA/AS  
Associate in Arts Degree 1 2 4  
Associate in Science Degree 11 9 4 8 11 9  
AA/AS Total 11 9 5 8 13 13  
Certificate  
Certificate of Achievement 26 21 9 28 26 33  
Certificate Total 26 21 9 28 26 33  
Grand Total 37 30 14 36 39 46

## PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").



[AODS - Report 2.xls](#)  
7 KB



## Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

Certificate and associate completions have reached a five-year high between 2021 and 2022. Starting in Fall 2019, Medicaid expanded its coverage to include residential substance abuse treatment, a service previously limited to outpatient care. This policy change prompted many local substance abuse treatment providers to offer residential programs, consequently increasing the demand for substance abuse counselors. Furthermore, in 2017, President Trump declared an opioid crisis and launched the Stop Opioid Abuse Initiative. By October 2018, his administration had secured \$6 billion in new funding over a two-year period to combat opioid abuse. Additionally, the Alcohol and Other Drug Studies program has experienced positive impacts from changes in funding, notably reflected in the increased demand for substance abuse counselors. Consequently, entry-level pay for these counselors has risen. Before 2019, the entry-level pay for a substance abuse counselor was \$15.00 per hour. However, by Fall 2021, it averaged \$21.00 per hour. This increase in compensation has led to a rise in both enrollment and completion within the program.

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

The abrupt transition to distance learning in March 2020 presented a significant challenge for the Alcohol and Other Drug Studies, Social Work, and Human Services Programs. Numerous students encountered difficulties adapting to the online format. Despite these challenges, many students who initially struggled with online learning continue to choose this method due to its convenience and flexibility. Additionally, it appears that students also face challenges in committing to attend face-to-face learning sessions.

## 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 the 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.  
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 the progress of discharged patients to determine the 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 that will provide employers with the opportunity to present open positions to students. The Program Coordinator and full-time faculty member assist students with both intern and employment opportunities on an ongoing basis. In addition, orientation workshops are conducted to answer student questions and provide intern and employment information. 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](http://ccapp.us) and [cadtp.org](http://cadtp.org).

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

The last advisory board meeting was held on April 21, 2023. The focus of this meeting was on the necessary improvements that should be made to the program curriculum to better align coursework with the state requirements and professional competencies needed to be successful in the workforce. Discussion surrounding ways to improve enrollment was also a highlighted topic.

**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****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****Prior Year PRP Goal 1****Brief Description**

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

**Goal Status**

Ongoing

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

**Describe Outcomes, if any.**

Ongoing assessment of student enrollment and success rate of Social Work and Human Services certificate and associate degree.

**Prior Year PRP Goal 2****Brief Description**

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

**Goal Status**

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.**

No longer a goal as the focus is on increasing enrollment in face-to-face courses on the San Marcos Campus.

**Prior Year PRP Goal 3****Brief Description**

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

**Goal Status**

Completed

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

Goal achieved.

**Prior Year PRP Goal 4****Brief Description**

Hire a 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**

Ongoing

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

Currently using grant funding to fill this position through the San Diego Workforce Development Program.

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

**Do you have any new goals you would like to add?**

Yes



## Establishing New Goals and Strategies for the Next Three Years

### Goal 1

#### Brief Description

Release time for program coordination of the Social Work and Human Services Program

#### How will you complete this goal? Include Strategies and Timeline for Implementation.

The goal is a request of 20% release time for program coordination of the Social Work and Human Services Program. This dedicated time, about 3-4 hours per week will allow the identified faculty to focus on coordinating program activities, improving student outcomes, and enhancing community partnerships. Faculty will benchmark with other institutions and/or programs that have successfully implemented dedicated program coordination time to understand their strategies, challenges, and outcomes. This information will strengthen our goals and provide insights into effective utilization of release time. Throughout the first three years of implementation, faculty will collect data on the current workload of program coordination tasks and gather evidence showcasing the positive impact of dedicated coordination time on program effectiveness such as increased enrollment and degree/certificate numbers.

#### Outcome(s) expected (qualitative/quantitative)

Expected Outcomes are as follows:

1. Improved coordination and integration of program activities leading to a more cohesive and effective program structure for the SWHS Program.
2. Enhanced communication and collaboration among faculty, staff, and institution, resulting in a more supportive and engaged program community.
3. Increased capacity for strategic planning, curriculum development, and program evaluation, leading to continuous improvement and alignment with industry standards.
4. Strengthened relationships with community partners and stakeholders, fostering meaningful collaborations and expanding opportunities for experiential learning and student engagement.
5. Improved student experiences, satisfaction, and success through enhanced support services, mentorship opportunities, and tailored academic resources.
6. Increased program enrollment and retention rates due to enhanced program visibility, improved student support, and alignment with student needs.
7. Higher student achievement metrics such as graduation rates and post-graduation employment rates, indicate the program's effectiveness in preparing students for successful careers.
8. Enhanced program reputation and recognition within the community and among industry professionals, leading to increased opportunities, partnerships, and external support.

#### How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

This goal specifically aligns with the Vision Plan 2035: Goal 1. Reimagine and redesign instruction and student services to increase student success since the enhancement of the SWHS will allow for the programs to be continually reviewed to meet student transfer, workforce, and community needs. As well as allow for opportunities to develop new pathways that can lead to new certificates, associates, and bachelor's degrees aligned with emerging career opportunities. The next alignment is with Goal 4. Strengthen external partnerships and community relationships, Objectives 1-7. There is significant attention and funding from the State of California to increase the number of social workers in region and state.

#### Expected Goal Completion Date

1/1/2027

## 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 [Vision Plan 2035](#).

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?**

No

### REQUEST FOR ADDITIONAL FULL-TIME FACULTY

**Are you requesting AA, CAST for Classified Staff?**

Yes

### REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

#### Staff, CAST, AA request 1

**This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.**

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

**Title of new position**

Academic Department Assistant

**Is the position request for AA, CAST, or Classified staff?**

Classified

**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.)**

The number of ADAs at the college has been reduced from 35 to 13 over the last five years. Because of the size of Behavioral Sciences, we long had two full time ADAs. Our last ADA retired three years ago and was not replaced by the administration to save costs. Since that time, our current ADA has taken on all of the responsibilities of that second full-time position. That means she is now responsible for the following disciplines: Anthropology, Archeology, Alcohol and Other Drug Studies, Philosophy, Psychology, Religious Studies, Sociology, Social Work, and Women's Studies. We require a part time ADA for twenty hours per week in order to support our ADA with the administrative tasks within our department. This includes all inputting of scheduling, staffing, budget support, purchasing, student support, faculty support (80 full and part time instructors), and website maintenance to name just a few things.

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

The current workload for our ADA means that her attention is distributed over so many disciplines that this position cannot reasonably be performed by a single person. The result is backlogs and inefficiencies. Thus, a part time hire will increase efficiency since the tasks noted can be performed by the part time hire, thereby allowing our current ADA to focus on eliminating inefficiencies in the most important areas of her position.

**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.****Educational Vision Plan 2035 Objective**

1:3

1:8

2:4

5:2

1:5

2:3

2:5

**If the position is not moved forward for prioritization, how will you address this need?**

Unsure.

**PART 2: BUDGET REVIEW**

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

**Do you have any ongoing needs or needs to augment your regular budget?**

No

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

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTE for additional information.

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

1. Technology and Facilities Review. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

### PART 3: TECHNOLOGY 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

## Feedback and Review

### Department Chair

**I confirm that the PRP is complete.**

Yes

### Department Chair Name

Joe Briceno

### Date

4/7/2024