

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

INSTRUCTIONS

For information about cycles for *Comprehensive Program Review and Planning*, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage: http://collegeofsanmateo.edu/prie/program_review/program_review.php)

Resources for Supporting Documentation:

A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are listed at the end of this document.

(You may delete this section, when you submit your final program review.)

Next Steps:

Program Review and Planning reports are due March 25, 2010. This date is aligned with CSM's *Integrated Planning Calendar*.

(See: http://collegeofsanmateo.edu/prie/institutional_documents.php)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

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DEPARTMENT OR PROGRAM: Alcohol and Other Drug Studies Certificate Program

Director: Professor Angela R. Stocker, MA. MS

DIVISION: Creative Arts and Social Science

I. DESCRIPTION OF PROGRAM

The CSM AOD Studies Certificate Program Educates and trains addiction counselors who work in various substance abuse and mental health service agencies. Students and graduates of the program volunteer and work with individuals and groups who have various addictive disorders and mental health diagnosis.

AOD counselors receive an education which prepares them with knowledge and skills to work in Drug Prevention, Intervention, Treatment and On-Going recovery. Students learn to address the specialized needs of client's in-patient/out-patient treatment settings, criminal justice settings, mental health treatment clinics as well as education/prevention projects.

The College of San Mateo AOD Studies Program is one of the leaders in the state in educating and training counselors. The program began in 1993 with 2 courses with the program continuously being accredited by CAADE (California Association of Alcohol and other Drug Educators). Graduates of the program qualify to take professional exams from 8 different certifying organizations. Graduates of the program are employed at various Social Service and Health Service Agencies.

Certified/Credentialed graduates are Clinical Directors, Program Directors, Case Managers, Counselors and Residential Supervisors. Graduates are employed as BHRS (Behavioral Health and Recovery Services) Prevention specialists, Interventionists, Treatment Assessment and Counseling staff, and Continuing Care Specialists.

The AOD Program is now a 39 unit curriculum, 33 units of AOD courses (mental health and substance abuse) and 6 units of Psychology and /or Sociology. The CSM AOD Program curriculum is the first in California taught bi-lingually (Spanish/English) off campus at the Latino Commission in South San Francisco.

In February 2011, the Committee on Instruction approved the AOD Program increase the required units to 39 units. Due to the merger of Mental Health and Substance Abuse Services in San Mateo County (Behavioral Health and Recovery Services), we added an elective course Co-Occurring Disorders II and revised Co-Occurring Disorders I. We activated Alcohol and Other Drug Treatment for Incarcerated Populations, an elective course.

Curriculum Guidelines are nationally determined by SAMSHA, Tap 21 Counselor Competencies, current evidence based research, promising practices, and statewide by the CAADE Accreditation Manual, California Alcohol/Drug Program Standards of Treatment and San Mateo County Standards of Care.

The curriculum is taught by culturally diverse faculty members who are also conference presenters, organizational trainers, and clinical directors throughout the Bay Area. They also teach at colleges and state universities in the Bay Area, at the undergraduate and master's level.

II. STUDENT LEARNING OUTCOMES AT PROGRAM LEVEL: (SLOs)

- a. The AOD Studies Certificate program has SLOs for the following courses:
 - SOSC 301 Introduction to Alcohol and other Drug Studies
 - SOSC 302 Pharmacology and Physiological Effects of Alcohol and other Drug Abuse
 - SOSC 304 Intervention, Treatment and Recovery
 - SOSC 307 Family Systems in Addiction
 - SOSC 308 Group AOD (Alcohol and other Drug) Counseling Process
 - SOSC 310 Special Population Groups in Alcohol and other Drug Studies
 - SOSC 314 Individual AOD Counseling Process
 - SOSC 315 Field Studies and Seminar I
 - SOSC 316 Field Studies and Seminar II
 - SOSC 319 Co-Occurring Disorders I
- b. The following courses are in process:
 - SOSC 313 Alcohol and Other Drug Treatment for Incarcerated Populations
 - SOSC 325 Co-Occurring Disorders II

Briefly describe the department’s assessment of SLOs. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

SOSC 315 – Field Studies and Seminar I
 SOSC 316 – Field Studies and Seminar II
 Initial test and Subsequent Test Laws and Ethics
 Internship Manual evaluations from Supervisors
 Case Presentation and Case Studies
 Case vignettes and weekly progress reports
 Instructor and student individual end of semester assessments
 Students and supervisors reported they need more legal and ethical case examples, counselor transference/counter transference discussion, theoretical application of current evidence based research for counselors, co-occurring disorder management and referral, scope of practice and competence discussions.

- b. Briefly evaluate the department’s assessment of SLOs. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)
 - 1) More emphasis on assessment of co-occurring disorders
 - 2) Utilize community specialists to guest lecture on the co-occurring disorders commonly screened in the clinical setting.

c. Alignment Grid

GE-SLOs→ Program Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
SOSC 301	X		X	X	X
SOSC 302	X		X	X	X
SOSC 304	X		X	X	X
SOSC 307	X		X	X	X
SOSC 308	X		X	X	X
SOSC 310	X		X	X	X
SOSC 314	X		X	X	X
SOSC 315	X		X	X	X
SOSC 316	X		X	X	X
SOSC 319	X		X	X	X

II. DATA EVALUATION

CSM Program Review: Fall 2008 Cycle
Core Program and Student Success Indicators
Academic Years 2005/06 to 2007/08

Division: 4418 - Social Science/Alcohol and Other Drug Studies Certificate Program Program

INDICATOR	Academic Year			Projections		
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Enrollments/Dup. Headcount	445	456	0	189	189	190
WSCH	1297.84	1457.31	0	617.11	637.62	658.13
FTEs	43.3	48.6	0	20.6	21.3	21.9
LOAD (WSCH/FTEF)*	361	405	0	136	69	2
Retention %	91%	89%	0%	95%	95%	95%
Success %	80%	80%	0%	88%	88%	88%
Classroom Teaching FTEF						
Full-time FTEF	0	0.2	0	Projection Methodology Linear projections based upon 3 years' prior data, using simple linear regression trend analysis. NOTE: Not intended as a goal or target.		
Adjunct FTEF	3.2	3.4	0			
Overload FTEF (F-T Faculty)	0	0	0			
Retired FTEF	0.4	0	0			
Total FTEF	3.6	3.6	0			
Percent Full-time	0%	6%	0%			
Reassigned FTEF	0	0	0			
Number of Sections	18	18	0			
% Vocational Education	33%	28%	0%			
% Transferable	67%	72%	0%			
% Degree Applicable	0%	0%	0%			
% Basic Skills	0%	0%	0%			

Successful Course Completion Rates: 2007-08

Demographic Variable	Count	Col%	Non-Success			% Success	% Non-Success	% Withdraw
			Success	Success	Withdraw			
Ethnicity								
Asian	8	2	7	1	0	88	13	0
Black	72	19	56	16	3	78	22	4
Filipino	5	1	2	3	1	40	60	20
Hispanic	118	31	93	25	8	79	21	7
Native Am	4	1	3	1	1	75	25	25
Pac	10	3	9	1	1	90	10	10
Islander								
White	140	37	102	38	11	73	27	8
Other	12	3	9	3	1	75	25	8
Unrecorded	14	4	9	5	1	64	36	7
Total	383	100	290	93	27	76	24	7
Gender								
Female	201	52	156	45	12	78	22	6
Male	180	47	132	48	15	73	27	8
Unrecorded	2	1	2	0	0	100	0	0
Total	383	100	290	93	27	76	24	7
Age								
19 or less	16	4	11	5	1	69	31	6
20-24	24	6	16	8	3	67	33	13
25-29	35	9	28	7	4	80	20	11
30-34	23	6	21	2	2	91	9	9
35-39	64	17	48	16	6	75	25	9
40-49	105	27	72	33	6	69	31	6
50+	114	30	92	22	5	81	19	4
Unrecorded	2	1	2	0	0	100	0	0
Total	383	100	290	93	27	76	24	7

DEFINITIONS:

Enrollments/Dup. Headcount:
Sum of end-of-term enrollments.

WSCH:
"Weekly Student Contact Hours" = total hours per week a student attends a specific class. WSCH are used to report appointment attendance and FTEs.

Retention%:
The percentage of enrollments with a grade of A, B, C, D, F, CR, NC, I, at end-of-term. (Only excludes Ws.)

Success%:
The percentage of enrollments with a grade of A, B, C, CR at end-of-term.

FTEF:
"Full-Time Equivalent Faculty" is calculated at the course level as a proportion of a full-time teaching load. FTEF is calculated by using the Faculty Load Credit (FLC) assigned to the course.

LOAD (Productivity) WSCH/FTEF:
Ratio of the weekly contact hours of enrolled students and a faculty's hours of instruction per week = faculty load. The State's productivity measure is SIS WSCH/FTEF.

Reassigned FTEF:
Faculty assigned to projects to which there is no course/CRN.

FTEs:
Full-Time Equivalent Students. Definition to be supplied.

- a. Referring to the Enrollment and WSCH data, evaluate the current data and projections:
The enrollment numbers have increased slightly due to the requirements of the State of California Department of Alcohol/Drug Program's implementation of AOD Counselor Regulations which requires any volunteer or employee in a substance abuse treatment clinic has to be certified/credentialed or currently enrolled in AOD education classes. Since Mental Health and Substance Abuse Treatment organizations have merged in San Mateo County (Behavioral Health and Recovery Services), we anticipated the need for courses to address the clients presenting for assessment, treatment, and recovery with co-occurring disorders. We revised Co-Occurring Disorder I- Recognition and Referral, and created a new elective course Co-Occurring Disorders II – Management and Treatment. These two courses meet the requirements for the CAADE Co-Occurring Disorders Certificate.
The AOD program revised the elective course: Alcohol and other Drug Treatment for Incarcerated Populations as the state is releasing clients from prisons to the counties to be incarcerated or referred to clinics for drug treatment. Due to the increase numbers of clients that will be receiving mental health and substance abuse treatment, current students, graduates and clinicians have been requesting this special course.
The AOD Program increased the required units to complete the program as the students, faculty and county programs expressed the need for the Special Populations Groups in Alcohol and Other Drug Studies course should be required of all persons volunteering or employed in the human service agencies.
- b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections.
CSM AOD Studies Certificate program is the only CAADE Accredited Program in the state without a fulltime Program Director. Since the former Program Director formally retired, she has volunteered as a part-time Program Director. She participates on numerous San Mateo County BHRS advisory committees to keep current of the trends, needs, and to publicize the CSM AOD Program. The program has needed a fulltime director for 6 years to address the increasing needs of the community. We have made necessary program changes to reflect the needs of the students and the professional community. The part-time Director serves on the State of California Alcohol/Drug Program Director's Advisory Committee representing counselor education programs; ADP Conference Planning Commission; CADA (Coalition of Alcohol and Drug Associations) Education Representative; and CAADE Board of Directors. Therefore to address the present and future goals of the program, a full time director/faculty member is necessary to the address the complexity of the program.
- c. Referring to the Productivity [LOAD] data, discuss and evaluate the program's productivity relative to its target number.
For the Productivity data to improve it will require a full time effort to recruit new students both in San Mateo County and the greater Bay Area. Students commute from throughout the area due to the reputation of the faculty and curriculum of the certificate program. This will require the employment of a fulltime director to coordinate, advertise, recruit, research, teach and participate on local and state committees.

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- a. Considering the overall "Success" and "Retention" data:
Students entering the courses with the goal of completing the certificate requirements are very motivated to complete the curriculum as the state requires the be credentialed or currently enrolled in classes to work or volunteer in drug substance abuse treatment clinics. Many students have to repeat courses due to a lack of academic skills for the rigorous AOD curriculum. Mental Health students who struggle with the academic requirements are referred to the DSPS center and Counseling Services. AOD Department meetings consistently evaluate program content, meeting student and community needs and preparing students to succeed in passing the statewide credential examination.

- b. Briefly discuss how effectively the program addresses students' needs :
- The AOD Studies Program increased the curriculum requirements to complete the certificate by requiring the course: Special Population Groups in Alcohol and other Drug Studies. The course was an elective course in the past, the students, faculty and community stated every student should be required to take the class due to the complexity and diversity of the clients especially in the substance abuse population.
- We revised the Co-Occurring Disorder I course and added a new elective course: Co-Occurring Disorders II to address the mental health and substance abuse issues of the numerous clients who present in the clinics for assessment and treatment with both disorders.
- We activated Alcohol and Other Drug Treatment for Incarcerated Populations course as an elective course as a result of the mental health and substance clinics' counselors/supervisors anticipating increased referrals from various criminal justice systems to the counties for treatment.

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Academic/skills evidence based, state and national standards, outstanding professional faculty. Recognized as one of the outstanding certificate programs in the state.	Recognized professionally statewide, San Mateo County BHRS committee participation, clinic advisory consultations Increased recognition of the need for additional counselors in the mental health and substance abuse profession.
Weaknesses	Lack of full time director to accomplish all of the needs of this time intensive program: student questions and problems, faculty questions and supervision, promotion of the program, etc.	The program needs more outreach to publicize the certificate program to the mental heal community, human services agencies, probation, various non-profit organizations.
Opportunities	To publicize on campus the opportunities the certificate offers for employment in the community with health care reform implementation.	Due to the merging of mental health and AOD programs this will increase student enrollment, more counselors will be needed in the clinics as more incarcerated clients are referred to county facilities.
Threats	Due to sever budget cuts, we made course cuts of 8 courses per semester to 5 courses, now 6 courses. Therefore, students take a longer period of time to complete the course requirements.	Due to the national health care reform act implications in the mental health and substance abuse treatment and recovery fields, more counselors are going to be required. With more early release of criminal justice clients to the counties for rehabilitation, clinics will realize the need for well-trained and certified addiction counselors.

- a. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health. If new positions have been requested but not granted, discuss how this has impacted overall programmatic health.

The AOD Program has continued to request a full time Program Director due to the retirement of the previous Director. The Program has continued to grow because of the volunteer efforts of the Acting Program Director. If she should step down, the program would experience a profound vacuum due to the numerous duties of the comprehensive program's needs.

VI. Goals, Action Steps, and Outcomes

Identify the Program's Goals:

1. To continue to meet the educational/career needs of the students who plan to be employed in mental health/substance abuse treatment settings.
2. To meet workforce needs, trends and diversity of the professional clinical treatment community.
3. To emphasize culturally diverse education and training for community settings.
4. For the AOD Program faculty to continue to innovate, change and improve the curriculum with evidence based practices and current research in the mental health/addiction profession.
5. To continue to recruit and retain outstanding, diverse faculty who are currently teaching at colleges and state universities throughout the bay area.
6. To encourage and assist students to continue their educational process by progressing through the required AOD course requirements to acquire a certificate of completion. The graduate then applies and takes a state examination; if successful they are awarded a Credential as a Certified Addictions Treatment Counselor. Then they continue to complete an AA degree, BA degree and possibly a Master's degree. National standards for addiction counselors are also addressing a tiered system with additional degrees which will increase opportunities in employment.

7. Identify the action steps your program will undertake to meet the goals you have identified.

1. To establish a counseling office to assist students in planning their AOD program course sequence, and assist with problems and concerns students experience during the participation in the courses.
2. Counseling students regarding the opportunities for volunteering and or employment in AOD Treatment clinics, preparation of a resume and coordinating students with internship placements.
3. Continuing dialogue with clinic program directors to address workforce needs, trends and concerns with students and interns in the program.
4. To encourage faculty to attend conferences, trainings and classes to remain current of the national and state policies, regulations, competencies and evidence based research practices both in mental health and substance abuse.
5. The faculty will continue to participate in diversity trainings due to the diverse student population and the complexity of the clients in both mental health and substance abuse.
6. To recruit students in the community for the certificate program as an educational opportunity as well as a career/vocational plan to secure employment in health and human services agencies.
7. To counsel students upon completion of the certificate program to develop an educational plan to complete an AA degree or a higher education degree, seek and process scholarships, assist in the application process for colleges and universities to continue their educational goals.

8. Briefly explain, specifically, how the program's goals and their actions steps relate to the *Educational Master Plan*.

The goals were taken from the Educational Master Plan when the CSM AOD program was challenged to retain the program on the CSM Campus when we designed a proposal to justify how this certificate program more than meets the mission and goals of the college.

9. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the goals are reached.

1. When a student makes a request for information about the AOD Program, the questions are answered in a more timely manner.

2. Short term and long term goals will be monitored/evaluated each semester by meeting with clinical program directors, San Mateo County BHRS supervisors and CSM AOD faculty to address Federal, State and County guidelines, regulations, funding, and planning to meet the need the of the community.
3. Student will be successful in completing the CSM AOD Studies Certificate Program and successfully complete the state credential exam.
4. Students will have more opportunities to receive individual program counseling guidance as the office should be available to students 5 days a week with a full-time director.

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

a. Itemize the resources needed:

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
1 Full-time Faculty Position/Program Director	Increased student enrollment, faculty supervision and community involvement.	

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
None	None	None

b. Instructional resources:

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: NA Number: 1 Vendor: Unit price: Total Cost: Status*:	NA	NA

VIII. Course Outlines

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Update Date	Six-year Update Due Date
SOSC 301	2/07/2007	2/07/2013
SOSC 302	2/07/2007	2/07/2013
SOSC 304	10/13/2008	10/13/2014
SOSC 307	3/06/2007	3/06/2013
SOSC 308	3/24/2008	3/24/2014
SOSC 310	1/15/2009	1/15/2015
SOSC 313	2/10/2011	2/10/2017
SOSC 314	11/25/2008	11/25/2014
SOSC 315	1/15/2009	1/15/2015
SOSC 316	11/25/2008	11/25/2014
SOSC 319	2/10/2011	9/10/2017
SOSC 325	2/10/2011	2/10/2017

