

## 2014-2015 Instructional Program Review

Program Name: **AODS**

Program Contact: **Stocker, Angela R.**

Academic Year: **2014-2015**

Status: **Submitted for review**

Updated on: **04/03/2015 01:23 PM**

### 1. Description of Program

Provide a brief description of the program and how it supports the college's **College Mission and Diversity Statements, Institutional Priorities, 2013/14-2015/16, 5 in 5 College Strategies, Spring 2011**, and other **Institutional Program Planning** as appropriate.

The Alcohol and Other Drug Studies Certificate Program is an extremely important and successful Academic program, it continues to coordinate the goals for the program and curriculum in educating /training addiction and mental health counselors in coordination with San Mateo Behavioral Health Recovery Services. The AOD Studies Program's priorities are to recruit, assess the student's needs, assist students to progress through the Foundation Courses, Skills Training courses, Mental Health/Substance Use Disorders courses and the Internship courses. When the student completes the CAADE (California Association of Alcohol & Drug Educators) accredited AOD Studies Curriculum, the student can apply to take the CAADE Examination to become a CATC I (Certified Addiction Treatment Counselor). The student has taken the first step on the SAMSHA and CAADE Career Ladder with a stackable credential to continue to an A. A. Degree, Bachelor's and Master's Degree. Due to the profile of the majority of the AOD Program students/graduates being in recovery from alcohol and other drugs or process addictions as well as mental health disorders, education is an opportunity and a challenge to pursue a constructive lifestyle. An AOD Studies education provides employment opportunities in numerous Behavioral Health agencies while the student continues their professional educational goals. They become "role models" in their families, friends and community, they then recruit other individuals to pursue an education as the college offers numerous support programs to advise the individual. Since Addiction Counselor Education has developed a national stackable career ladder, the CSM graduate is aligned with national norms.

Long Term: To continue to provide and maintain high academic standards, to continue to remain current of the evidence based practices and research in Co-Occurring Disorders (clients with mental health and addiction diagnosis). The program intends to continue to be a leader in the state providing a quality curriculum for students and leadership in statewide Addiction and Mental Health Advisory Committees. We are assuming a leadership role in educating/training mental health and addiction professionals which reflects the merging of the 2 professions throughout California. We are educating counselors to serve clients with the Affordable Care Act guidelines; Mental Health, Addiction and Primary Care. CSM has taken the lead in developing and offering a Co-Occurring Disorder Certificate. We are researching and possibly developing a Peer Support Specialist Certificate, consulting with various state and national organizations to develop an additional stackable credential.

### 2. Student Learning and Program Data

#### A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses offered by the program. Identify trends and discuss areas in need of improvement.

SOSC 301, 302, 307, 308, 315, 316,319, & 325 were all assessed 2012-2013 data entered into Curricunet All courses improved one grade or better.

SOSC 304, 310, & 314 are being assessed 2013-2014, data will be entered at the completion of Spring Semester 2014.

Students were given a Pre-Test and Post Test, the scores improved at least one grade or better.

We will continue to evaluate all of the AOD courses.

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? See **course-to-program SLO alignment mapping**.

Yes the current alignment supports the results of the success rates of the Program & Specific Course SLO's.  
The results are informative and appropriate.

3. Evaluate the program SLOs in relation to survey data from the degree and certificate award earners survey. What does the survey data reveal about the effectiveness of the program SLOs? Identify trends and discuss areas in need of improvement.

General Education SLO's and Program Satisfaction/Degree Applicants: Overall Impression#1, Agree 100%

#2Agree Strongly 100%

SLO Survey of Degree Earners: Mean Score 3.50

SLO Survey AOD Studies Certificate Earners: Mean Score 4.00

SLO AOD Studies Co-Occurring Disorders Certificate of Specialization Earners: 4.00

The SLO's reflect positive results, however, as this is a continual Addiction professional curriculum research, theoretical update, the adjunct faculty meet together at the beginning of each semester for this purpose.

4. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

None as of yet.

5. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs reveal about student attainment of the GE SLOs? See **GE SLO Alignment Summary Report** or **All Courses GE SLO Alignment Data**.

The survey results were very positive, however, it is a very small sample.

As I instruct the AOD Studies Internship class, I become aware of the needs of the internship students who are applying the classroom addiction knowledge, skills, and training to assess, diagnose, treat clients. They are challenged to keep current regarding the laws and resultant ethical dilemmas in Behavioral Health Services, the Affordable Care Act Waivers and implementation requirements at the clinical level.

## B. Student Success Indicators

1. Review **Student Success and Core Program Indicators** and discuss any differences in student success indicators across demographic

variables. Also refer to the **College Index** and other relevant sections of the **Educational Master Plan: Update, 2012**, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to **ARCC** data.

Student Success: 2011-2012 was 75.7%; 2012-2013 was 73.%; 2013-2014 was 72.2%

Retention: 2011-2012 was 89.4%, 2012-2013 was 85.6%; 2013-2014 was 84.7%

Withdraw: 2011-2012 was 10.6%; 2012-2013 was 14.4%; 2013-2014 was 15.3%

Increased Success rates in African Americans, Filipino and Native Americans, females and all age groups

Enrollments: Decreased 2011-2012 392, 2012-2013 360, 2013-2014 334.

CTE: 40% both 2011-2012 & 2012-2013; 2013-2014 30.8%

Transferable: 64% both 2011-2012 & 2012-2013; 69.2%

The AOD program is ethnically very diverse due to the diversity of the addiction recovery community. Students form a support group in their courses and in the clinics which reflects in the success rates, however, the AOD curriculum is academically rigorous which screens many potential graduates from completing courses. The faculty work as a team to assist and encourage student to complete coursework, addressing their strengths areas in which they need additional support to complete courses. The majority of the graduates are the first in their family to complete an academic certificate/degree.

The state and national Addiction Professional Standards designate a national career ladder/stackable credential degree sequence specifies certificate graduates need an A. A. degree as a minimum professional level. Then graduates continue to pursue the Bachelor's and Master's degree toward a professional License.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to **Delivery Mode Course Comparison**.

All classes are taught on campus site.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the **Student Success and Core Program Indicators** (LOAD, Full-time and Part-time FTEF, etc.)

LOAD: 2011-2012 419.3; 2012-2013 384.1

Fall 2012 417.6; Spring 2013 360.7

FTEF: Full Time Spring and Fall 2010-2013: 0%

Adjunct Spring and Fall 2011-2013: 1.4% per semester/2.8% academic year

Considering the AOD Program has no full time faculty members or program director, all classes are taught by adjunct faculty, the success of the program is due to the commitment of the part-time faculty. The AOD Program Director volunteers numerous hours in marketing the program, attending each class near the end of each semester to explain the succession of courses, answering pertinent questions regarding completion, certification, continuing courses for an AA degree, etc.

With limited office hours it limits the student interactions and assistance.

The Director attends numerous Behavioral Health advisory meetings to publicize the program, initiated new marketing materials, photographs and profiles of students who completed the program and are continuing their educational goals.

### 3. Career Technical Education

## D. Additional Career Technical Education Data - CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's **Gainful Employment Disclosure Data, External Community**, and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

San Mateo County and neighboring Bay Area counties employ CSM's AOD Program graduates preferring they have also completed their professional certification credentials. Since the Affordable Care Act, Addiction Counselors work alongside licensed MFTs, Social Workers and Primary Care Physicians. Therefore, CSM's Co-Occurring Disorders Certificate in addition to the AOD Studies Certificate is a career ladder opportunity for the graduate. The time intensive data collection to survey the graduates from the program for employment statistics would require support staff to survey graduates and enter employment statistics. The majority of AOD Program graduates continue coursework for an A. A. Degree; many are planning to continue upper division classes in Social Work or Psychology. If the program had a full time Program Director students would have more personal educational counseling and programming opportunities.

California Department of Health Care Services published information 2013 that there would be an increased need for Addiction Counselors, Mental Health therapists and Social Workers.

I have recently been appointed to the OSHPD Advisory Committee which oversees the health care workforce. The emphasis is to educate students in all of the health care professions with educational career ladders and stackable credentials.

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

The Advisory Committee met April 2014 to assess the Addiction Courses, the Co-Occurring Disorders courses and introduce and entertain suggestions for a future Peer Support Specialist Certificate. Various Mental Health Professionals in the county have suggested CSM develop a Peer Support Specialist Certificate. It has required months of research, State and National networking and CAADE Education Com. work sessions to prepare a proposal to introduce to the Advisory Committee.

#### 4. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See **Institutional Research** as needed.

As discussed above since the Affordable Care Act has been implemented, California anticipates a workforce needed in all healthcare clinics, Addiction Counselors, MFTs, Social Workers and Medical Doctors. OSHPD is focusing on strategizing how to encourage and support future healthcare workforce candidates. San Mateo County is encouraging individuals to enroll in the AOD Studies Certificate Program as an educational/employment opportunity. The County is requesting CSM also develop a Peer Support Specialist Certificate as Medicare is funding employment roles in clinic setting to assist clients in treatment/recovery for substance use and process addictions, mental health disorders, and primary health care issues.

Since the merger of Mental Health and Substance Use Disorders throughout California, individuals planning to volunteer or be employed in health care clinics will enroll in the AOD Studies Program as the initial step in a career ladder. Students enroll in the classes who already have a BA/BS, MA/MS who want an Addiction Scope of Practice and Competence.

#### 5. Planning

##### A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

We submitted Course Revisions for SOSC 301, 302, 304; Revisions and added Pre-Requisites to 307, 308, 314, all approved by COI Spring 2014.

Program revisions are currently in process for SOSC 310, 315, and 316.

We have addressed the need of an additional course in Co-Occurring Disorders with the merging of Mental Health and Addictions throughout California and S. M. County.

We have now developed a Case Management course to address employment needs in S M. County; individuals can be employed to serve as Case Managers in clinics, community centers and hospitals.

As a result of requesting a AOD Program Director/ faculty position, the split position of AOD/Psychology, has been approved with the interviewing and selection being made in the next few months Spring 2015.

## B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the **College Mission and Diversity Statements, Institutional Priorities, 2013/14-2015/16**, and other **Institutional Program Planning** as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators.

**[Note:** Specific plans to be implemented in the next year should be entered in C of the Planning section.

CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in D1 and D2 of the Career Technical Education section.]

VISION: To employ a Program Director, faculty member to guide and address the numerous concerns of the current health care workforce. To publicize and continue the outreach in San Mateo County and Bay Area counties to increase enrollment. To develop new courses which address the needs of the healthcare clinics and related employment settings.

Students in the Addiction Career Ladder are now required to complete an A. A. degree, for career advancement, to complete a B.A. degree, an M.A. degree in Addiction Studies or Behavioral Health to qualify for a professional license.

1. To guide future faculty and staff development initiatives, describe the professional activities that would be most effective in carrying out the program's vision to improve student learning and success.

To encourage AOD Studies faculty to enroll in evidence based practices, promising practices and community based practices in webinars, trainings, workshops and conferences with the emphasis being addiction and co-occurring disorders as well as prevention, assessments, treatment planning, laws and ethics, on-going recovery and case management.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

For students to be encouraged to enroll in an English 800 class, to improve writing and reading skills.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.

Leave sections blank if no major changes are anticipated.

## Faculty

Presently a Social Science Com. is screening for a possible Psychology/AOD faculty teaching position. It is anticipated the candidate will

teach courses in Psychology and AOD Studies as well as Direct/Manage the complex AOD Studies Certificate Program.

Equipment and Technology

Instructional Materials

Classified Staff

Facilities

C. Program Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the **Institutional Priorities, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

**Plan 1**

Title:

Peer Support Specialist

Description

Action(s)	Completion Date	Measurable Outcome(s)
Final COI approval anticipated Spring 2016	Spring 2016	County support and feedback Pre and Post SLOs
Advisor Com. suggestions	Spring 2016	Integrate suggestions into course outline
Coordinate with state and national guidelines	Spring 2016	Standards measured

**Plan 2**

Title:

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Description
Click here to enter plan description

Action(s)	Completion Date	Measurable Outcome(s)

<b>6. Resource Requests</b>
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Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

**NOTE:** To make a faculty position request, complete **Full-time Faculty Position Request Form** and notify your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
AOD Program Director/Faculty Member	1

Equipment and Technology

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Description	Cost

Instructional Material

Description	Cost

Classified Staff

Description	Cost
Staff to research and analyze the AOD workforce graduates	



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Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description	Cost

**7. Program Maintenance**

A. Course Outline Updates

Review the **course outline update record**. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the **Committee on Instruction website** for **course submission instructions**. Contact your division's **COI representatives** if you have questions about submission deadlines.  
**Career and Technical Education courses must be updated every two years.**

Courses to be updated	Faculty contact	Submission month
SOSC 310	A. Stocker	Dec. 2015
SOSC 315	A. Stocker	Dec. 2015
SOSC 316	A. Stocker	Dec. 2015

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B. Website Review

Review the program's website(s) annually and update as needed.

<b>Faculty contact(s)</b>	<b>Date of next review/update</b>
Angela R. Stocker	Spring 2015

C. SLO Assessment Contacts

<b>Faculty contact(s)</b>	<b>Date of next review/update</b>
Angela R. Stocker	Spring 2015