

INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: ALCOHOL AND OTHER DRUG STUDIES CERTIFICATE PROGRAM

Academic Year: 2012 - 2013

Faculty Contact: **Angela R. Stocker** Program Review Submission Date: **March 25, 2013**

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I. Description of Program

MISSION STATEMENT: The Alcohol and Other Drug Studies Certificate Program is an extremely important and successful CTE program, it continues to coordinate the goals for the program and curriculum in educating/training addiction and mental health counselors in coordination with the San Mateo County Behavioral Health and Recovery Services. The AOD Program' priorities are to recruit, assess the student's needs, assist students to progress through the Foundation classes, Skills training, MHSA courses, and the Internship courses. When students complete the required CAADE Accredited curriculum they receive a CSM Certificate which qualifies them to apply for and take the CAADE State Exam to become a CATC (Certified Addiction Treatment Counselor). Graduates then plan to continue to complete the AA Degree courses, planning to transfer to a BA/BS degree program. Due to the profile of most of the students/graduates in the AOD Program being in recovery from addiction (alcohol, various drug substances, gambling, and other behavioral issues as well as recovering Veterans and Mental Health issues), they are attempting to turn their lives around in a positive way This particular education provides the opportunity for employment as well as advancement in a professional role in the county community. They become "role models" for their families, peers, and the larger community. They also recruit other individuals to pursue an educational certificate and as a result accessing the opportunities for individuals with a college education. Since Addiction Counselor Education has developed national guidelines, this will provide our graduates with an advantage by completing the CSM state .accredited program.

Long Term: to continue to provide and maintain high academic standards, continue to keep current of the evidence based practices, and research in Co-Occurring Disorders (clients with mental health and addiction disorders). We intend to continue to be a leader in the state in providing a quality curriculum for students and continuing leadership in statewide advisory committees. We are assuming a leadership role in educating/training mental health and addiction professionals, which reflects the merging of the two professions as in providing MHSA (Mental Health Substance Use) treatment throughout California. We are educating counselors to address the Affordable Care Act which Bay Area Counties are implementing in anticipation of funding 2014. We have taken the lead in the state in developing and certifying a Co-Occurring Disorders Certificate which is also offered by CAADE. The AOD Program was notified this month that the CSM Re-Accreditation Documents submitted to CAADE have been approved.

DIVERSITY STATEMENT: Courses are designed and taught by a diverse professional faculty who address the cultural diversity in the treatment clinics. We are the first and only CAADE (California Association of Alcohol and Drug Educators) accredited AOD Studies Certificate Program to teach the curriculum on-site in Spanish/English.

II. Summary of Student and Program Data

Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

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We have the results for 8 Assessments, Pre-Tests and Posts Tests, for each course. Students results indicated an improvement in the entire course SLOs of one grade or higher. Students are learning there are numerous theories and approaches to assessing a client, developing a treatment plan and creating on-going recovery processes. They are learning new pharmacological interventions in the detoxification from addictive substances or behaviors, techniques to encourage the client to become medication-compliant and a vocabulary to respond to licensed professionals the counselor collaborates with in the client's treatment. The curriculum has gradually over the last 10 years introduced the Co-Occurring Disorder approach to assessing, diagnosing and treating the client presenting with Mental Health diagnosis and Addiction disorder. We keep the student's current with research of evidenced based practices, promising practices and community based practices. The Director of the program visits the MHSA treatment clinics to discuss the quality, strengths and deficiencies of the educational program when assessing the AOD Interns volunteering or working in their clinics. In the past they recommended we have more emphasis on co-occurring disorders and cultural diversity (special population issues), therefore we designed and require 2 new courses addressing those suggestions from the profession.

Individual faculty members are analyzing the results to assess whether the SLOs are sufficiently addressing the short term and long term learning goals for the classes, or should the SLOs be re-written.

Student Success Indicators

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.

Enrollments have decreased:

Headcount has decreased from 2007-2010 from 163-144; 2009 to 2011 from 215-195.

WSCH has decreased from 2007-2010 from 541-443; 2009 to 2011 from 705-661.6.

FTE's have decreased from 2009 to 2011 from 23.5-22.1.

Successful Course completion Rates 2009-2012:

Increased African American (Black) enrollments

Increased 30-34 year olds; 40-49 year olds enrollment.

Percentage of success: 83.3% unrecorded; 81.3 Hispanic; 72.2% Black; 68.7% White; 64.3% other.

76.6% Males; 68% Females.

84.2% 30-34 age; 80% 25-29; 77.3% 40-49; 71.3% 50+.

CSM Certificates by Ethnicity: indicated the AOD Program Achievement Certificates were more ethnically diverse than the overall college certificates. For instance, white's certificate completions were the highest 5 for the college population, 5 lowest for the AOD Program population.

Males succeed in the AOD Program completion higher than the females; the female college population received more awards in every category.

The students in the AOD Program, the majority being in recovery from addiction issues, form a support group in their college courses, which support their continuing and completing the required courses. The faculty work as a team to support students, addressing their strengths and areas the student needs additional assistance to complete the rigorous academic curriculum. Individuals, who are at the effect of drugs or addictive behaviors, are very diverse by culture, age, gender, and economic status. Therefore, the AOD Program student population reflects this diversity and is celebrated at the Completion Ceremony. The majority of the graduates

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from the program are the first in their family to go to college or complete an education certificate/degree. They realize they are role modeling for their children and grand children the importance of an education and positive life style. We currently are enrolling and graduating Veterans who are in recovery.

Our graduates have continued to acquire Law degrees, PHDs, LCSWs, MFTs, etc.

Success and Retention Indicators: The results of successes and retention are comparable to other AOD Studies Programs in the state as discussed at the CAADE Board Meetings. The PRIE indicators show we have decreased successes and retention rates due to enrollment decreases.

The faculty address a student's academic skills when they begin the coursework. We attempt to retain students so they can eventually progress to the Internship Classes at the completion of the courses. Withdrawals have indicated an increase as many of the students enrolling in the classes are not employed in clinics; therefore, do not have to have the certificate to remain employed. Also because the curriculum is very rigorous, many recovering students are not prepared or unable to complete the academic requirements of the courses until they take remedial reading and writing classes.

Enrollment decreases were a result of the financial crisis whereby clinics had to reduce employment opportunities, most of the clinics' employees had achieved their certificates already, and students began attending the new SF City College Program and SJ City College.

However, the enrollment is evidence that the CSM AOD Program is a diverse student population which represents the diversity of the clients in the addiction and mental health clinics.

The results indicate that the student population is attracting a younger age group, whereas when the program began over 20 years ago, the 50+ group were the majority, very few 30 years of age or younger.

CTE: Fall 2011 57.1%, spring 2012 14.3%.

TRANSFERABLE: Fall 2011 42.9%, spring 2012 85.7%

Certificate Program Completion 2011-2012: 15 students, 23months for 36 units.

2006-2010: 48 students, 82.8% (78.8% CSM rate, 76.7%State Rate).

AA Degree: 2006-2010: 10 students, 17.2%.

Additional students since 2010 have completed an AA degree, BA degree and MA degree. With the new National Standards, students are vigorously continuing their pursuit of an AA, etc.

Students in the AOD Program take additional time to complete the certificate as they work two jobs, raise a young family and are involved in recovery program meetings/therapy. The California AOD Counselor regulations state they have 5 years to complete the coursework, they assume they can take their time for completing the courses,

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 either taught on campus or off-site at the Latino Commission in South San Francisco.

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 has decreased from 2009 to 2012 from 464.1 420.4, 2009-2011 from 503.6-472.6. We enrollment limitations in Individual Counseling and Group Counseling courses due to the personal attention student counselors are required to have for their Scope of Competence.

If the Department had a full time Department chairperson, more marketing could be done, program and course development to meet the increased needs of the community professionals due to the mental health and addiction mergers and the increased knowledge necessary to address the Affordable Care Act.

Course Outline Updates

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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 301	Angela R. Stocker	Fall 2013
SOSC 302	Angela R. Stocker	Fall 2013
SOSC 304	Angela R. Stocker	Fall 2013
SOSC 307	Angela R. Stocker	Fall 2013

Website Review

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

Angela R. Stocker	Fall 2013
Angela R. Stocker	Fall 2014

SOSC 301 Additional Career Technical Education Data – CTE programs only. (This information is required by California Ed. Code 78016.)

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.

California Regulations state students in the AOD Studies Program can be employed in treatment clinics as long as they are registered in courses that prepare them to be MHSA counselors. The students have 5 years to complete the certificate program. They must then apply to a NOCA/ICE approved Certifying organization, with approval take an exam which qualifies them to receive a counseling certificate.

Students in the CSM AOD Program are registered with CAADE, upon successful completion of the required courses; they apply, take the CAADE Exam, and if successful become certified as a professional. The majority of the counselor in S. M. County are CAADE Certified or in the process by being enrolled in the CSM Program Courses.

As the Director of the Program, I visit the clinics every year to discuss our curriculum, the CSM Interns, and recommendations for the curriculum to meet their specific needs.

Many of the current students can obtain employment in various prevention, treatment, and recovery facilities/clinics as they are taking courses to complete their certificate. Our certified graduates qualify for higher salaries, advancement in responsibilities (such as supervisory positions, etc.) and the opportunity to be employed in mental health facilities as well as addiction treatment clinics.

Concerns: The majority of the student population in the CSM AOD courses work more than job, raise families, is in recovery which means attending 12 step meetings and hopefully has time to study and self-care.

Therefore, the recovering students have a challenge to take more than one class per semester and to continue
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classes for an AA Degree. Our decreasing enrollment numbers and LOAD reflect the financial demands the students experience by living in an expensive community and the need to support their families, therefore, enrolling in one course at a time.

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

CSM AOD/Co-Occurring Disorders Certificate Program Advisory Committee held their first combined meeting October 24, 2011, with the agreement to have the next meeting in 2013.

Members: Dr. Bob Cabai, Psychiatrist for San Mateo County BHRS; Jei Africa, BHRS Diversity and Equity; John Bartoleme, AARS Program Manager; Clarise Blanchard, Star-Vista Treatment Supervisor; Debra Camarillo, Latino Commission CEO; Kristen Dempsey, BHRS Workforce Development/Trainings; Mary Taylor Fullerton, BHRS Change Agent & CSM AOD Faculty; Leah Goldstein, BHRS Consultant; Ken Jones, Project 90 Co-Occurring Disorders Program Manager; Robin Tomlinson, El Centro De Libertad Exec. Director; Angela R. Stocker, Advisory Committee Chairperson.

The new configuration is due to the county merger of Addiction Services and Mental Health Services into BHRS (Behavioral Health and Recovery Services). Most counties in the state have merged the two services. We were also completing the Co-Occurring Certificate, therefore, we wanted the input from the various professionals throughout the county to the curriculum for the courses Co-Occurring I and II, plus the additional 3 courses for certified and licensed professionals to obtain the Certificate. CSM and CAADE issue the certificate upon course completion.

III. Student Learning Outcomes Scheduling and Alignment

Course SLO Assessment

Explain any recent or projected modifications to the course SLO assessment process or schedule.

3 courses will be assessed 2013-2014 as we had only Post Test results for these 3 courses. We need Pre Test and Post Test Assessments for the Results, SOSC 304, SOSC 310, SOSC 313 and 314.

At the AOD faculty meetings held prior to each semester, we have discussed how the current course SLOs should be updated to reflect the current theories and treatment trends in the Addiction and Mental Health areas for counselor workforce development.

Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

The AOD faculty will continue to discuss the Course and the Program SLO's to reflect the theories and evidence based practices in the Addiction and Mental Health clinics and community recovery centers.

SLO Alignment

As discussed in the previous section, the AOD faculty meets prior to each semester to evaluate and make suggestions to change, modify and update Course and Program SLOs which address the Institutional SLOs. The results align with the AOD Studies Certificate Program SLOs. The Program SLOs indicate there should be individual student advising and student follow-up when faculty makes a student referral. Because the Program Review: Alcohol and Other Drug Studies Certificate Program

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program does not have a full-time department chairperson, they are not in the office everyday to be available to the students.

IV. Additional Factors

Recently CSAT (Center for Addiction Treatment which is under SAMSHA) announced national workforce development guidelines. CAADE Accredited Colleges and universities will provide the Addiction Courses for the Certificates and Licenses; therefore, the CSM AOD Studies Courses will provide the education/skills training for the Addiction and Mental Health Profession.

The guidelines will result in the development of state regulations to unify certificate and license requirements throughout the country. The tiered system begins with the Addiction Certificate level acquired from a WASC Accredited Institution; The License level 1 – AA Degree with Addiction Certificate courses; License Level 2 – BA/BS Degree with Addiction Certificate courses; Level 3 - MA/MS Degree with Addiction Coursework; and Level 4 – PHD with Addiction Coursework.

Students in the CSM AOD Studies Program are planning to acquire their AA Degree, with the majority planning to complete advanced degrees to advance their Level for employment.

San Mateo and other Bay Area counties are only employing Certified AOD Counselors, especially with the Co-Occurring Certificate to employ counselors to work with clients with multiple diagnosis/disorders.

The National CSAT Recommendation which will eventually will result in an upgrade in California Regulations to reflect the Tiered Level for Certification and Licensure of Addiction Professionals. CSM continues to have very high educational standards for students and graduates to become employed and continue their education for advanced levels of future licensure.

V. Institutional Planning

Results of Plans and Actions

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

Since we have increased the required program units from 36 to 39 units by requiring the course Special Population Groups in Alcohol and other Drugs Treatment, professionals have given positive feedback that counselors are more sensitive to diversity and equity issues with their clients.

The CSM AOD Program has taken the lead in the development of the Co-Occurring Disorder Certificate as the state in the re-organization of Mental Health and Addiction has transitioned their departments to the Department Health Care Services under Health and Human Services Agency. There is a merging of MHSA (Mental Health Substance Abuse) organizations, therefore, there needs to be an increased mental health curriculum focus for addiction counselors. The result is that CSM's certificate is the model for CAADE's Co-Occurring Disorders Certificate.

Likewise, supervisors are acknowledging the enhanced mental health/addiction curriculum has resulted in the client's assessment, diagnosis, treatment and on-going recovery improved results. The clients are having their multiple treatment issues prioritized and addressed with better long term results in abstinence, compliance, and life style advancements.

Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#),

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and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[Note: 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 Sections II.F.1 and II.F.2.]

[Note: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

Click here to enter program vision narrative

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

To improve future faculty development is to encourage faculty to enroll in specific trainings in the Bay Area and State and National Conferences to keep current of the Evidence Based Practices, Promising Practices and Community Based Practices in both Mental Health and Addiction research.

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.

We will continue to access student services and learning support services as the students who enroll in our courses are often anxious regarding the reality they did not finish high school, have been out of the mainstream population or have a diagnosed learning disorder, all of who need counseling and support. We encourage students to begin taking the AA required courses, to approach faculty members to request information as needed. We have found the faculty to be supportive in most situations which encourages them to continue their educational plans.

Many of our students are Veterans with Post Traumatic Stress Disorders who have "figured out" with the support of services and instructors how to be successful and supported with their specific concerns.

To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty: It is an ongoing concern for the last 10 years that since the Program Director officially retired, there is no full time Department Coordinator. It has been recommended by the Social Science Division numerous times that an AOD Program Department Chair/Instructor is employed with a shared position with another department such the Psychology Department. The Instructor would coordinate the AOD Program and teach classes in the AOD Program and In the Psychology Department.

It is necessary for the AOD Department Chair to serve on various S.M. County Advisory committees, make frequent clinical visits, serve on state advisory boards as requested and spend numerous hours coordinating and creating new courses, faculty concerns and assignment, updating and completing numerous college course and department assessments and reports and addressing program inquiries as well student concerns

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and advising questions. The Program requires endless hours of marketing the Certificate Program to the community.

Equipment and Technology:

None.

Instructional Materials:

None.

Classified Staff:

None.

Facilities:

None.

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, 2008-2013](#). For each plan, list actions and measurable outcomes.

Plan 1

Title:

Case Management Course

Description

Develop a Case Management Course leading to the eventual development of a Case Management Certificate to prepare counselors to specialize for employment in anticipation of the implementation of the Affordable Care Act. Addresses Priority 2: Improve readiness for employment. Priority 3: To build capacity for high-demand programs (ACA Affordable Act)

Action(s)	Completion Date	Measurable Outcome(s)
Develop curriculum, Advisory Com. and clinic suggestions, National C. M. Standards, submit course application	Spring Semester 2014	Enrollment numbers, county support and feedback
Advisory Com. suggestions	Fall Semester 2013	Integrate information in course outline
Research National Case Management Standards	Fall Semester 2013	Standards measured

Plan 2

Title:

Develop a Course: Trauma Interventions & Crisis Management with MHSA Clients

Description

Developing Knowledge, Skills Training and Experience in addressing a client's trauma issues and managing client crisis in the clinical/recovery setting. Improve Priority 2: readiness for employment Priority 3: To build high-demand programs (ACA)

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Action(s)	Completion Date	Measurable Outcome(s)
Research trauma focused symptoms, interventions and treatment approaches	Spring Semester 2015	Prepare New Course Outline
Skills necessary for Scope of Practice in addressing client's trauma past and present	Spring Semester 2015	Prepare New Course Outline
Knowledge & Skills necessary to manage a client in a crisis situation	Spring Semester 2015	Prepare New course Outline

VI. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

1 Full Time Faculty: Department Chair AOD Program, Instructor in AOD Studies and Psychology Department	1
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Complete [Full-Time Faculty Position Request Form](#) for each position.

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost
Department Chair: 1 class release		
2 courses Instruction AOD Department		
2 courses Instruction Psychology Department		

Equipment and Technology

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

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Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan # #(s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan # #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan # #(s)	Cost

Cost for Prioritized Plans

Use the resources costs from Section VI.A. Above to provide the total cost for each plan.

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Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	