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Instructional Program Review

Program Name: **AODS**

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

Academic Year: **2013-2014**

Status: **Submitted**

## 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, 2008-2013, 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 CTE 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 and Recovery Services. The AOD Program's priorities are to recruit, assess the student's needs, assist students to progress through the Foundation Courses, Skills Trainings, 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

Reflect on recent SLO assessment results for courses and degrees and certificates 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 we 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.

## 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 74.3%; 2012-2013 was 72.8%

Retention: 2011-2012 was 89.2%, 2012-2013 was 85.1%

Withdraw: 2011-2012 was 10.8%; 2012-2013 was 14.9%

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

Enrollments: Decreased 2011-2012 362, 2012-2013 342.

CTE: 35.7% both 2011-2012 & 2012-2013

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

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.

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

The AOD Program teaches all classes on campus with the exception of 1 class each semester taught in Spanish/English at the Latino Commission in South San Francisco.

## 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 course, 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. 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.

### 4. 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.

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

We have now developed a Case Management course to address an employment need 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 Program Director/Manager and faculty position, the split position of AOD/Psychology, has been approved with the interviewing and selection to be made in the next few months.

#### 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, 2008-2013**, 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 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.

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.

We are initiating a new collaboration with the English Department to create an English 800 class for the students who are enrolling in SOSC 301, Introduction to Alcohol and Other Drug Studies. This class is to assist students to read, write, analyze content, and understand research articles in addiction using the AOD textbook and other resources.

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, 2008-2013**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

**Plan 1**

Title:

Case Management Course

Description
The course examines the principles and critical issues in case management as an integrated system of care approach to the delivery of health, substance abuse, mental health and social services, linking clients with appropriate services to address the client's specific needs and stated goals. Special attention is given to diverse populations in Behavioral Health agencies in community health and social service settings and legal and ethical scope of practice.

Action(s)	Completion Date	Measurable Outcome(s)
Final COI approval anticipated April, 2014	Fall 2014	County support and feedback Pre and Post SLOs
Advisor Com. suggestions	Spring 2014	Integrate suggestions into course outline
Coordinate with state and national guidelines	Spring 2014	Standards measured

**Plan 2**

Title:
Peer Support Specialist

Description
<a href="#">Click here to enter plan description</a>

Action(s)	Completion Date	Measurable Outcome(s)
Develop curriculum consulting with state and national standards, guidelines and Professionals.	Spring 2015	Enrollment numbers, county support, SLO's reflect professional guidelines
Advisory Com. consultation	Spring 2014	Integrate suggestions into course outline
County Mental Health professionals curriculum suggestions	Fall 2014	County professionals feedback and suggestions

**5. Resource Requests**

## 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, AY 2013-2014** and email to 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

Description	Cost

## Instructional Material

Description	Cost

Classified Staff

Description	Cost
Staff to research and analyze the AOD workforce graduates	

Facilities

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

Description	Cost


**6. 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. 2014
SOSC 315	A. Stocker	Dec. 2014
SOSC 316	A. Stocker	Dec. 2014
SOSC 319	A. Stocker	Dec. 2014

B. Website Review

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

Faculty contact(s)	Date of next review/update
Angela R. Stocker	Spring 2014




C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Angela R. Stocker	Spring 2014