

CTE Program Review

Program Name: **AODS**

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

Academic Year: **2016-2017**

Status: **Submitted for review**

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1. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [CSM Strategic Goals 2013/14 to 2015/16](#), and other [Institutional Program Planning](#) as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

The Addiction 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 Addiction 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 Addiction 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 Addiction Studies 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 Addiction 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 and degrees and certificates offered by the program. Specify how SLO assessment informs curriculum development and changes to curriculum.

SOSC 301, 302, 304, 307, 308, 310, 314, 315, 316, 317, 319, & 325 were all assessed 2014-1015 data entered into Curricunet All courses improved one grade or better.

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 Addiction courses.

The trends are that students are acquiring a professional education which prepares a student/intern to begin an Addictions treatment clinical placement.



The program needs to improve skills in clinical documentation, process addictions and understanding behavioral guidelines. Through SLO Assessments and feedback from Clinical Supervisors, student interns are attending CIBHS statewide Continuum of Care Trainings, San Mateo County Trainings and Professional Webinars. Addiction Studies Faculty will also attend trainings and seminars addressing these topics.

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

In SOSC 315 Field Studies and Seminar I, the SLO Assessments indicated a need for the student intern to improve SLO 1 whereby the Program SLO 5 which educates the student to appropriately to diagnose substance use disorders and describes treatment modalities and placement criteria within the continuum of care, which is covered in most of the Addictions Curriculum courses. Therefore the Addiction Studies faculty will be apprised of the need to extensively cover this particular Program SLO.

3. 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 (and for the GE SLOs, if available) 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.

The Addiction Studies Courses will strengthen the GE SLOs Ethical Responsibility/Effective Citizenship and Social Awareness and Diversity.

As I instruct the Addiction 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.

Areas to be developed are Career Exploration and Self Development.

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: 2013-2014 was 72.8%; 2014-2015- was 74.9.%; 2015-2016 was 73.1%

Retention: 2013-2014 was 84.7%, 2014-2015 was 85.9%; 2015-2016 was 87.2%

Withdraw: 2013-2014 was 15.3%; 2014-2015 was 14.1%; 2015-2016 was 12.8%

Increased Success rates in African Americans, Whites, Native Americans, and females

Enrollments: Decreased 2013-2014 334, 2014-2015 199, 2015-2016 227.

CTE: 2013-2014 30.8% & 2014-2015 33.3%; 2015-2016 40.0%

Transferable: 2013-2014 69.2%, 2014-2015 66.7%, 2015-2016 66.0%

The Addiction Studies 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 Addiction Studies 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: 2013-2014 410.0; 2014-2015 357.7, 2015-2016 348.0

Fall 2014 338.0; Spring 2015 327.0

FTEF: Full Time Spring and Fall 2013-2014 0%, 2014-2015 0%, 2015-2016 0%

Adjunct Spring and Fall 2013-2014, 2.6. 2014-2015 1.8, 2015-2016 2.0

Student Success percentage has improved consecutively.

Retention percentage has improved consecutively.

Withdrawal percentage rates has decreased consecutively.

Considering the Addiction Studies 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 Addiction Studies 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

A. Career Technical Education Data (This information is required by California Ed. Code 78016.)

1. Review the program's available labor market data, as applicable. Here are two relevant links:

- [State Of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information)
- [Employment data](#) (by Program Top Code) from the State Chancellor's Office

Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area.

San Mateo County and neighboring Bay Area counties employ CSM's Addiction Studies 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 Addiction 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 Addiction Studies 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 2016 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 California health care workforce. The emphasis is to educate students in all of the health care professions with educational career ladders and stack-able credentials.

2. Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishment and areas of concern. collegeofsanmateo.edu/institutionalresearch/degcert.asp

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

The Advisory Committee met September 22, 2016 to discuss the Addiction Studies Curriculum and CAADE Curriculum update/changes ; the Co-Occurring Disorders I and II courses; Revisions of the Internship Manual and a statewide update for a future Peer Support Specialist Certificate. We emphasized our goal of marketing and increasing student enrollment. Updates on the new courses Co_Occurring Disorders II and Case Management. A new course Law and Ethics to be developed as per CAADE's curriculum changes. A review of the CAADE Credential Career Ladder and requirements.

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 Addiction 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 310, 315, 316; Revisions and added Pre-Requisites to 307, 308, 314, all approved by COI Spring 2014.

Course Revisions for SOSC 310, SOSC 315, and SOSC 316 were approved by COI Spring 2016.

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.

B. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the [CSM Strategic Goals 2013/14 to 2015/16](#). For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

VISION: To employ a Addiction Studies Program Director/faculty member to guide and address the numerous concerns of the current healthcare workforce. To market/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 credential and license.

Goal 1: To Address the new CAADE Curriculum guidelines' changes, the CAADE Accreditation Curriculum Guidelines. We will develop a new course, Law and Ethics for Addictions Studies Counselors, the course is to be a 3 unit course which will support the GE SLO of Ethical Responsibility/Effective Citizenship. --The Elective 3 unit Case Management course is to become a required course. Rename current courses. Change the Foundation/Behavioral Courses from 6 units to 3 units; therefore continuing the 39 total units

Goal 2: Increase student appointments to assess and support their success in the classroom and internship. To provide resources available on the CSM campus and in the community to assist the student in beginning Addiction Studies courses and seeking Internships. To interview/asses students who need tutoring, learning center support or psychological counseling as they advance through the required courses in preparation for the Internship experience.

Goal 3: The Addiction Studies faculty are very responsive to the needs of the Addiction Treatment Clinics in the Bay Area, continue to remain current of Best Practices, Promising Practices and Community-based Practices addiction research. The Director is the CAADE Education Com., current adviser to the STATE Dept. Education C-ID Addiction Curriculum, and is on Mental Health Advisory Committes. Therefore, we continue to remain current with national Addiction Organizations such as NAADAC, NASAC, INCASE and ATTC. The Addiction Studies faculty continue to attend department meetings, participate in professional webinars and conferences.

Goal 4: Continue to participate in college meetings, trainings, and planning for the future. Also remaining active in San Mateo County BHRS workforce advisory meetings encouraging clients in addiction and mental health clinics to register to attend CSM.

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
Program Course Revisions are current.		

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 2017

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Angela R. Stocker	Spring 2017

7. Dominant Themes Summary for IPC

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).

.BHRS documentation content/terminology regulations especially ASAM 6 Dimensions and The DSM V criteria.

.Curriculum course name changes, the Elective Case Management Course changed to a required course, and a decrease from 6 units to 3 units the Foundation/Behavioral Course requirement.

.A separate Law and Ethics course as required by C-ID, CAADE and NAADAC.

.Revised Field Studies & Seminar Internship Manual revised and formatted as a PDF. The national trend is to have the Internship Student/Supervisor forms available on-line.

.Increase enrollment in the Addiction Studies program to address the Workforce shortage in the Bay Area for Certified Addiction counselors, as a result of the Affordable Act, Medicare Waiver and other funding sources.