



Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	Alcohol and Other Drug Studies and Psychological and Social Services
Department Name:	Behavioral Science
Division Name:	Health and Behavioral Sciences

Please list all participants in this Program Review:

Name	Position
James Fent	Program Coordinator
Lisa Romain	Part-time faculty AODS/PSS
Sandra Graves	Part-time faculty AODS/PSS
David Grey	Part-time faculty AODS/PSS
Nicole Rose	Part-time faculty AOD/PSS, Special Projects Behav Sci

Number of Full Time faculty	1	Number of Part Time Faculty	8
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Please list the Classified positions (and their FTE) that support this discipline:

Sheri Frankfurth - (Shared with Psychology and Sociology)

What additional hourly staff support this discipline and/or department:

Two, Part-time, "Program Outreach Coordinators," funded through Strong Workforce

Discipline mission statement ([click here for information on how to create a mission statement](#)):

The mission of the Alcohol and Other Drug Studies Program is to prepare students with academic training and hands on experience for employment in various substance abuse treatment settings and obtain California state certification as a drug and alcohol counselor. The Alcohol and Other Drug Studies Program facilitates and enhances student learning in a supportive environment, through comprehensive education, utilizing academic courses and field placement experiences.

List all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

Certificate of Achievement Alcohol and Other Drug Studies, Certificate of Achievement Psychological and Social Services. AA/AS Alcohol and Other Drug Studies and AA/AS Psychological and Social Services.

PART 2: Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

- Section 1: Program Data and Enrollment
- Section 2: Course Success Rates
- Section 3: Institution and Program Set Course Success Rate Standards
- Section 4: Completions
- Section 5: Labor Market Information (CTE programs only)
- Section 6: Additional Qualitative Information
- Section 7: Curriculum, Scheduling, and Student Learning Outcomes

SECTION 1: PROGRAM DATA & ENROLLMENT

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx>

- A. To access your discipline data, select your discipline from the drop down menu.
- B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select “discipline” and “catalog number”.

Use the data to answer the following questions.

1. Discipline Enrollment

Discipline Enrollment (over last 5 years)	Increased		Steady/No Change		Decreased	X
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Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

The declining trend in overall enrollment was not expected. The labor market for substance abuse counselors has increased over the past five years and according to the Bureau of Labor and Statistics is projected to increase 24% through 2024 . The increase in demand for substance abuse counselors is due to the “Opioid Epidemic” in America and State legalization of cannabis use. According to the AP: “President Trump announced that the U.S. Department of Health and Human Services (HHS) has declared the nation’s opioid crisis a public health emergency under the Public Health Services Act.” The decline in enrollment may be a reflection of increased competition in the form of private pay/technical school, certificate programs. In addition, the decline in enrollment correlates to the overall decline in Palomar College enrollment.

2. Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?

Overall, the AODS/PSS course enrollment has remained relatively stable with minor fluctuations year to year. All courses average above an 80% fill rate with the following exceptions:
AODS/PSS 140 - Introduction to Psychological and Social Services. This is primarily a Psychological and Social Services (Not focused AODS) internship course averaging 78.57% enrollment. Academic years 2015-2016 and 2016-2017 demonstrate an

increase in enrollment. With the current plan to develop the Social Work and Human services pathway program it is anticipated there will be an increase in enrollment in this course.

AODS/PSS 250 - Group Leadership and Facilitation - The seating capacity is 42. The faculty of the AODS/PSS programs believe this seating capacity is too high due to the practice of group facilitation in class. 42 individuals in “group counseling” is not utilized in the profession and dividing a class of 42 students into smaller groups is not practical for a teacher to manage.

AODS 299 - Directed Field Experience II - Demonstrated a low enrollment for the Summer course offering 2017 and will not be offered again in the Summer.

There are no courses identified for deactivation.

3. WSCH/FTEF

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

Discipline Efficiency Trend	Increased		Steady/No Change		Decreased	X
Discipline Efficiency:	Above 525 (35 FTES/FTEF)		At 525 (35 FTES/FTEF)		Below 525 (35 FTES/FTEF)	456

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

While enrollment trends remained relatively stable, the WSCH/FTEF decreased while the total FTEF increased due to the Program Coordinator being placed on paid administrative leave of absence for two years. In addition to the paid leave, a full time interim Program Coordinator was hired. With the return of the full time Program Coordinator, Fall semester 2017, there has been a 25% improvement in the WSCH/FTEF compared to last year.

4. Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.

As stated above, in question 3., the Program Coordinator was placed on paid administrative leave for two years and the position was filled with a full time, interim, Program Coordinator. The total FTEF increased for the two year period and has returned to the previous level with the elimination of paid leave.

SECTION 2: COURSE SUCCESS RATES

Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.

- A. On-Campus Course Success Rates
- B. Online Course Success Rates
- C. Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)
- D. Course Success Rates by class location (Escondido, CPPEN, etc.)

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx>

1. Overall Success Rate:

Reflect on your discipline’s on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?

San Marcos Campus - The AODS program success rate is approximately 8% higher than the overall college success rate and has remained relatively constant.

Escondido Campus - The Escondido campus reflects a success rate almost exactly the same as the overall college rate. However, the Escondido success rate is demonstrating a slow, downward, trend. AODS only offers one course at the Escondido campus, AODS 150. This course has been taught by the same instructor for the past 5 years. This instructor inquires how many students are interested in obtaining a certificate in AODS the first night of class. The instructor has noted a decline in the number of students who are interested in obtaining an AODS certificate and an increase in the number of students who take the course as an elective or for interest only. This could impact the success rate.

Online - The report only shows 2016-2017 AODS data. The online AODS/PSS success rate is 6% below the college average. This may be due to the unique student population of the AODS program; many AODS students are in recovery from substance abuse and/or have been incarcerated and are not as proficient with computers and online technology as the general population.

2. Course Success Rates by gender, age, ethnicity, and special population:

Reflect on your discipline’s success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups?
Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>

Gender	Female: 5 year average 78.3%. Fluctuations from year to year but no identifiable pattern. Male: 5 year average 72.16%. No identifiable pattern, however 2015-2016, uncharacteristically low.
Age	All represent 5 year average: 19 and under: 53.62%. 20-24 years: 67.48%. 25-49 years: 77.5%. 50 and over: 89.94%. There is a clear difference between the 19 and under and 50 and older age groups which is consistent with the College’s success rates. We can address this issue by utilizing the recommendations from the SSEC: Promote the Summer Bridge Program, First Year Experience (FYE) Program and encourage frequent contact with the Program Coordinator.
Ethnicity	Hispanic: 5 year average 67.72%. Pattern: Slow, downward trend in success rate. According to the findings of the Student Success and Equity Council; Hispanic course completion for the college is 66.6% and degree or certificate completion is 64.% and English/basic skill 26.6%. The SSEC made several recommendations in its plan, which the AODS program can adopt: Encourage and facilitate ESL/basic skills, ESL Summer Bridge, First Year Experience (FYE) and promote outreach to these resources. White: 5 year average 79.48% and relatively stable over the 5 year period.
Special Population (examples- veteran, foster youth, etc)	Veterans: 76.2%. Relatively stable. The College’s findings with respect to Student Success and Equity Council showed a disproportionate impact among <u>veterans</u> and students with <u>disabilities</u> . This does not seem to be the case when these students choose AODS program which show higher than college and have remained stable over a 5 year period.

3. Disaggregated Course Success Rates (Select at least two other variables):

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.

Disability: 5 year average of 76.32%. The success rate for students with disabilities in the AODS program has remained stable over a 5 year period.

Financial Aid: 5 year average of 76.2%. Minor Decline over 5 year period.

The College’s findings with respect to Student Success and Equity Council showed a disproportionate impact among veterans and students with disabilities. This does not seem to be the case when these students choose the AODS program. These populations demonstrate a higher success rate than the college and have remained stable over a 5 year period.

SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE STANDARDS

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:

- A. The College’s institutional standard for course success rate is 70%.**
- B. Review your discipline’s course success rates over the past five years.**
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College’s standard, please explain why.**

Standard for Discipline Course Success Rate:	The AODS/PSS 5 year average is 70%. 70% has remained consistent over the five year period. This meets the College standard.
Why?	
Meets College standard.	

SECTION 4: COMPLETIONS

Click on the following link to review the completions for your discipline.
<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx>

- A. To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.**
- B. To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.**

1. Overall Completions:

Reflect on your discipline’s overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?

Overall, the completion rates appear extremely low when compared to the number of students who declare their major as “AODS.” Approximately 18% of students who declare AODS as their major actually complete the certificate program. This is cause for concern and is addressed below: “Part 3. Section 1.”

Overall, AA/AS and Certificate:

2011 - 2012 = 28
 2012 - 2013 = 38
 2013 - 2014 = 24
 2014 - 2015 = 40
 2015 - 2016 = 32

AODS 299, Directed Field Experience II: This is the capstone class for completing the AODS Certificate Program. Due to the course being an internship class the enrollment is capped at 25. Additionally, AODS 299 is offered only once a year. We should evaluate the need for offering AODS 299 every semester.

As stated above, Palomar College AODS certificate program requires the completion of 11 core courses. However, only eight (8) of the core courses are required to take California’s State Drug and Alcohol Certification examination. As a result, some students (unable to identify except possible total enrollment versus completion) who declare their major as AODS stop taking courses once they have completed the eight (8) required for State certification. The certificate and AA/AS completion may increase with the efforts to develop a Social Work/Human Services CTE Pathway and Transfer program. All AODS/PSS faculty and staff encourage the completion/achievement of Palomar’s certificate. Completion of the certificate program is reinforced in the classroom as a means to distinguish themselves from other applicants in the field and to demonstrate a higher level of academic achievement and professionalism.

2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?

Alcohol and Other Drug Studies Certificate completion:

2011 - 2012 = 17
 2012 - 2013 = 28
 2013 - 2014 = 17
 2014 - 2015 = 27
 2015 - 2016 = 27

AODS 299, Directed Field Experience II: This is the capstone class for completing the AODS Certificate Program. Due to the course being an internship class the enrollment is capped at 25. Additionally, AODS 299 is offered only once a year. We should evaluate the need for offering AODS 299 every semester.

As stated above: Palomar College AODS certificate requires the completion of 11 core courses. However, only eight (8) of the core courses are required to take California’s State Drug and Alcohol Certification examination. As a result, some students (unable to identify except possible total enrollment versus completion) who declare their major as AODS stop taking courses once they have completed the eight (8) required for State certification. The certificate and AA/AS completion may increase with the efforts to develop a Social Work/Human Services CTE Pathway and Transfer program. All AODS/PSS faculty and staff encourage the completion/achievement of Palomar’s certificate. Completion of the certificate program is reinforced in the classroom as a means to distinguish themselves from other applicants in the field and to demonstrate a higher level of academic achievement and professionalism.

SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data. This data can be found on the Centers for Excellence website at <http://www.coeccc.net/Supply-and-Demand.aspx>

Example of Labor Market Information:

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SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	\$17.70	\$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	\$20.88	\$32.92	Bachelor's degree

1. What is the regional three-year projected occupational growth for your program(s)?

Substance Abuse and Behavioral Disorder Counselors. San Diego and Imperial Counties.

828 “jobs” reported in 2015. **877** “jobs” projected for 2018.

Change of **48**.

Change from 2015-2018 = an increase of **5.8%**.

New openings and replacements = **106** “jobs”.

10% hourly earnings = **\$12.81/hour**.

Median hourly earnings = **\$19.25/hour**.

2. What is being done at the program-level to assist students with job placement and workforce preparedness?

The AODS/PSS program has obtained funding through **Strong Workforce** for two, part-time, Outreach Coordinators. The role of the Outreach Coordinators is to: Increase contact, networking and communication with outside programs and facilities. This will benefit the College, students and have a positive impact on the local community.

A **Social Work/Human Services CTE Pathway and Transition program** is currently being developed which will promote student academic advancement and transfer to higher learning and degrees.

AODS 298 and 299, Directed Field Experience (Internship courses) - These courses are designed to prepare students to enter the workforce as entry level, yet professional, substance abuse counselors. During these courses students learn and write a professional cover letter and resume, role play interviewing for a job and are taught the fundamentals of practicing professionalism. In addition, local treatment providers (employers) are invited to the class to share their input on professionalism, what employers are looking for, and present employment opportunities.

The AODS program has a **FaceBook** page where new and current information is posted. Paid positions and job opportunities are posted for students. Fall semester, 2017, the Program Coordinator was contacted by five (5) different local programs seeking to hire entry level counselors.

Planning: The Program Coordinator is currently working with the Business Analyst department at Palomar College to capture, disseminate and share facility and student data in order to best match student interns with local treatment programs and providers.

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

Student data collection: There are currently 21 students enrolled in AODS 298, Directed Field Experience I, the first internship course. Of the the 21 students, 4 are currently employed in the field. Historically 60 - 70% of AODS students enrolled in AODS 299, Directed Field Experience II, have obtained paid employment by the end of the semester. Most employed where they were student interns.

CAADE and CCAPP. These two organizations are the agencies that provide accreditation for Palomar’s AODS certificate program and oversee academic requirements required for California Substance Abuse Counselor State testing and certification. The acting Program Coordinator has attended the annual conferences for CCAPP and CAADE for the past five (5) years and has met individually with the educational chairs for both agencies. Through this ongoing involvement with CAADE and CCAPP the program is maintained and updated in order to be compliant with these accrediting agencies and the State of California.

Part-time faculty. Currently, seven of the AODS/PSS part-time faculty are actively working in the field. They provide input and direction to help make program changes and improvements.

According to the **Bureau of Labor and Statistics**, substance abuse counseling job growth is projected to increase **24% through 2024**. Data from this organization has been used to make program changes such as increasing didactic content of behavioral addictions.

4. When was your program’s last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

The last Advisory Board meeting was held September 26, 2016. The participants were asked to provide: “Strengths, Weaknesses and Opportunities” for Palomar College and the profession/provision of substance abuse counseling. Of particular interest were the opportunities and/or suggestions provided; increase the opportunity for online learning, increase student and community access to continuing education and training, develop a student advisory board, strengthen community partnerships between Palomar College and treatment providers and formalize a system to match students with internship sites.

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).

Special Project Behavioral Sciences Department: Research and development currently in progress to enhance, develop and promote a Social Work/Human Services CTE Pathway. Prepare and assist students to transfer to CSU and advanced degree program.

CAADE and CCAPP. These two organizations are the agencies that provide accreditation for Palomar’s AODS certificate program and oversee academic requirements required for California Substance Abuse Counselor State testing and certification. The acting Program Coordinator has attended the annual conferences for CCAPP and CAADE for the past five (5) years and has met individually with the educational chairs for both agencies. Through this ongoing involvement with CAADE and CCAPP the program is maintained and updated in order to be compliant with these accrediting agencies and the State of California.

Part-time faculty. Currently, seven of the AODS/PSS part-time faculty are actively working in the field. They provide input and direction to help make program changes and improvements.

Collaboration with other community colleges. The Program Coordinator has collaborated with peers at Antelope Valley College, College of the Desert, Saddleback College, and San Diego City College.

Community Advisory Board. Data provided included: “Strengths, Weaknesses and Opportunities.”

Government Agencies. For example: According to the Substance Abuse and Mental Health Services Administration (SAMHSA) the government agency that oversees mental health and substance abuse treatment in America: “SAMHSA looks forward to continuing its role in helping American communities fight the opioid crisis through evidence-based programs in prevention, treatment, and recovery services,” said Dr. McCance-Katz. “The announcement today by President Trump reflects our commitment to this cause and inspires us to redouble our efforts on behalf of all who have suffered the effects of opioid addiction.”

SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

Curriculum - Each faculty member tracks student learning outcomes and shares findings with the Program Coordinator. Faculty input is used to help modify curriculum and course content. It has become clear that adding a course on dual diagnosis would benefit the students and student learning outcomes. Dual diagnosis; assessment and treatment are not currently address in the AODS curriculum. The instructors for AODS 255, Case Management, Law and Ethics, have found

through SLO's, that there is too much material to cover to adequately address the necessary course content. Additionally, SLO's demonstrate the need to separate the Alcohol and Other Drug Studies Program from the Psychological and Social Services Program. Currently, a Social Work/Human Services CTE Pathway is being explored.

Teaching methodology: Teaching methodology have been modified in part by SLO's as well as student evaluations, classroom observations and student surveys.

Department discussion: The last AODS/PSS department meeting to discuss, review and revise SLO's was held in 2015. A department meeting will be added to the goals and plan of this report.

2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report –

<https://outcomes.palomar.edu:8443/tracdat/>

The effectiveness of the programs current method and procedure for assessing outcomes are lacking. There is a need to improve reporting or sharing of the data collected from SLO's. Tracking SLO's, individually, course by course is working well. Data collection is working well. Improvement is needed in analyzing, reporting and sharing the data. Historically, it has been difficult to obtain funding to pay part-time faculty to attend departmental meetings.

3. Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

Student Learning Outcomes for the Alcohol and Other Drug Studies and Psychologic and Social Services Programs were originally developed to meet accreditation requirements and to address State Certification exam questions. While there have been some minor revisions over the years the SLO's have remained relatively the same. Student Learning Outcomes for both programs could be improved. For some courses there may be only one or two SLO's tracked and reported. Some of the SLO's are outdated and need to be revised to match the changes that have taken place in the profession.

4. Curriculum overview:

Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?

While we believe the program offers the most current and relevant information. All faculty, except one, work in the field and are able to teach the most current, "real life," professional knowledge, skills and competencies. However, this is not reflected in the SLO's. Course curriculum and content have changed to meet student, community and professional needs, but there have been minimal changes in the formal stated and reporting of SLO's. As stated above, there is a need to review and revise course and program SLO's. This will be reported as a goal and plan in this report.

The potential need for program or course deactivation primarily takes place through discussions with the Program Coordinator, Department Chair, Division Dean and VP of Instruction.

5. Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.

There are eleven (11) courses required by the State of California to meet the requirements for certification testing to become

a State certified drug and alcohol counselor. Palomar College's AODS program offers all eleven courses. However, there is an opportunity to improve scaffolding and learning by changing the curriculum to include course prerequisites. Outside of advising students, there isn't a formal scaffolding of courses which can be problematic. There is currently only one prerequisite for the AODS certificate. Therefore, students may enroll and begin the internship courses and begin working the field without taking any basic courses such as: AODS 150, Introduction to Chemical Dependency Counseling, AODS 255, Law and Ethics or AODS 250, Group Leadership and Facilitation.

Enrollment has impacted scheduling by reducing several course offerings to once a year. This has a dramatic impact on the completion of certificates and AA/AS degree completion. For example, AODS 299, Directed Field Experience II is the capstone class for completing the AODS Certificate Program. AODS 299 is offered only once a year. We should evaluate the need for offering AODS 299 every semester.

6. Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?

The Program Coordinator, in conjunction with faculty from cross listed courses, and programs that share courses, along with the Department Chair meet both formally and informally to review, discuss and collaborate. Formal meetings have been arranged with individual faculty members and the Department Chair. More commonly, informal discussions are held in faculty offices during office hours. Finally, even more common, program, course and curriculum discussion, review, revision and collaboration occur via email. Additionally the Program Coordinator is an active member of the curriculum committee.

PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program

Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

Section 2: Establish Goals and Strategies for the Next Three Years

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline's strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to <http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf>

Strengths:	Strong employment history. AODS students have experienced employment rates as high as 75% at time of completion of certificate/program. Individualized instruction and extreme commitment of faculty and staff. Strong Workforce Outreach Coordinators/student mentors.
Weaknesses:	SLO's. Certificate and AA/AS degree completion rates. Outreach.
Opportunities:	Review and revise SLO. Improve certificate and AA/AS completion rates. Develop and establish a Social Work/Human Services CTE Pathway.

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Threats:	Private pay technical schools. Possible increase in educational demands to become a certified drug and alcohol counselor i.e. require a bachelor's degree.
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SECTION 2: Establish Goals and Strategies for the Next Three Years

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
Minimize risk and streamline MOU process.	X		
Prepare students to transfer to a CSU program.		X	
Develop a Social Work/Human Services CTE Pathway Program		X	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

Goal #1	
Program or discipline goal	Develop a Social Work/Human Services CTE Pathway Program
Strategies for implementation	Work with VP of instruction, CTE Program, Advisory Board, Curriculum Committee. Build a program to captivate students interested in human services degree that is aligned with the TMC established by the State Chancellor's Office for Social Work/Human Services
Timeline for implementation	3 years. 2017 -2020
Outcome(s) expected (qualitative/quantitative)	Social Work and Human Services Pathway Program. Increased enrollment at Palomar, students transferring to CSU and UC for Human Services Disciplines.
Goal #2	
Program or discipline goal	Review, revise and update all SLO's.
Strategies for implementation	Collaborate with cross-listed program courses, local CSU, SDSU, UCSD, part-time faculty and accrediting agencies. Meet with Susan Miller.
Timeline for implementation	2 years. 2018 - 2020.
Outcome(s) expected (qualitative/quantitative)	Revised, current and up to date SLO's
Goal #3	
Program or discipline goal	Increase outreach efforts.
Strategies for implementation	Offer additional courses online possibly through the OEI Consortium or CCC Course Exchange. Establish AODS and PSS courses on both the North and South Campus'. Explore the possible opportunity for Palomar College to offer a bachelor's degree. The California Community Colleges Chancellor's Office began a pilot program of

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	CTE program bachelor degrees at several community colleges in 2015. For more information; www.cccco.edu .
Timeline for implementation	3 years. 2018 - 2021
Outcome(s) expected (qualitative/quantitative)	Increase AODS/PSS enrollment.
Goal #4	
Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	
Goal #5	
Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	

3. How do your goals align with your discipline’s mission statement?

Goal number 1 is to develop a Transfer Pathway for students to obtain higher educations, transfer to higher levels of education such as CSUSM, obtain advanced degrees, gain access to better careers and elevate self esteem. This goal correlates with our discipline’s mission statement: “prepare students with academic training,” “enhance student learning in a supportive environment, through comprehensive education.”

Goal number 2 Review and revise student learning outcomes. This goal correlates to department mission: “Prepare students with academic training and hands on experience for employment in various substance abuse treatment settings and obtain California state certification as a drug and alcohol counselor” and “Enhance student learning in a supportive environment, through comprehensive education, utilizing academic courses and field placement experiences.”

Goal number 3 Increase outreach efforts. This goal correlates to the departments mission: “Prepare students with academic training and hands on experience for employment in various substance abuse treatment settings and obtain California state certification as a drug and alcohol counselor. The Alcohol and Other Drug Studies Program facilitates and enhances student learning in a supportive environment, through comprehensive education, utilizing academic courses and field placement experiences.”

4. How do your goals align with the College’s Strategic Plan Goals?

The AODS/PSS Programs prepare students for transfer to advanced degrees and prepare students for employment. The program goals align with a commitment to providing an engaging and supportive learning environment. Goal number 1 aligns with transfer readiness, CTE pathway, general education, career and technical training and lifelong education.

PART 4: FEEDBACK AND FOLLOW-UP

Jim, thanks for your work on this comprehensive PRP. I recommend that you set up a meeting as soon as possible with Susan Miller, our SLO coordinator, to review and revise your SLOs and PLOs. (ML)

Confirmation of Completion by Department Chair

Department Chair	Michael Lockett
Date	November 4, 2017

Reviewed by Dean

Reviewer(s)	Justin Smiley
Date	11/21/2017

1. Strengths and successes of the discipline as evidenced by the data and analysis:

Good work on employment rates. Looking forward to seeing development on Social Work pathways and updated SLOs

2. Areas of Concern, if any:

none

3. Recommendations for improvement:

none

***Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by: Instructional Planning Council PRP Sub-Committee

Reviewer(s)	Michelle Barton and Susan Snow
Date	12/19/2017

1. Strengths and successes of the discipline as evidenced by the data and analysis:

Overall very well written review! In addition to the strengths listed above by the program, it appears that the discipline is engaged with its community and advisory committee.

2. Areas of Concern, if any:

Enrollments and current demand for Palomar's program. Enrollment patterns of students...It appears students can take internship course before other courses.

3. Recommendations for improvement:

Examine course scheduling, sequencing, and pathways to ensure students take the courses in appropriate sequence (not sure if prerequisites are needed, but strong advising and clear pathways and sequencing of courses with schedules laid out for the students might be helpful. I liked the idea of moving out to the OEI consortium as possible ways to increase enrollments.

4. Recommended Next Steps:

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

X	Proceed as Planned on Program Review Schedule
	Repeat Comprehensive Review

Reviewed by: Vice President	
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Reviewer(s)	Jack S. Kahn, Ph.D.
Date	1/26/18

1. Strengths and successes of the discipline as evidenced by the data and analysis:
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1. Great discussion in enrollment- the opioid epidemic I understand is very common in the southern part of our district
2. Enrollment section is great and I appreciated the nuance in discussing different courses here etc.
3. Success rate is definitely something to be proud of
4. Demographic differences were discussed really well here- thorough and well done and data included!
5. The curriculum section is excellent and I appreciate the thoughtfulness here- I think there are definitely ways to improve here as suggested – see reviewers comments.
6. Accreditation detail is also very appreciated. (and interesting!)
7. SLO overview is good- gives a general sense of plans etc. see comments below
8. SWOT is also well done- I think its honest, well written, and a good summary
9. A strong PRP – well done overall- appreciate the work here.

2. Areas of Concern, if any:

- a. Please list raw data (in enrollment section- what were the actual numbers)?
- b. See reviewers comments- I know what you mean by FTEF change but it isn't clear
- c. With SLOS take one more step, name them, discuss results on how results impact direction of the program

3. Recommendations for improvement:
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4. Recommended Next Steps:

X	Proceed as Planned on Program Review Schedule
	Repeat Comprehensive Review

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.