



Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Behavioral Sciences

Discipline Name
Alcohol and Other Drug Studies (AODS)

Department Chair Name
Dillon Emerick

Division Name
Social and Behavioral Sciences

Website address for your discipline
<https://www2.palomar.edu/pages/aods/>

Discipline 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.

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

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.

Certificate Alcohol and Other Drug Studies
AS Degree Alcohol and Other Drug Studies

Please list the names and positions of everyone who helped to complete this document.

Nicole Rose - Part time faculty

Full-time faculty (FTEF)

1

Part-time faculty (FTEF)

7

Classified & other staff positions that support this discipline

1 Academic Department Assistant, Social and Behavioral Sciences. 10 months at 25%

Additional hourly staff that support this discipline and/or department

For the past seven years the department has received funding from the Perkin's Grant which has allowed paid "Student Mentor" positions. Approximately 15 hours per week at \$13.00/hour = approximately \$4,000.00 per semester (payroll tax etc.)

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?

The program learning outcomes currently reflect what State certifying agencies expect from an entry level substance abuse counselor. It is limited in reflecting the scope and depth of the degree and certificate: knowledge, skills and abilities students will obtain.

1. Students will pass the practice/mock Substance Abuse Counselor State certification exam. 80% of students will score 75% or more on the 150 question examination.
2. Students will complete a minimum of 255 internship/practicum hours at an agency or agencies approved by the college. Students must complete a minimum of 21 hours in each of the "12 Core Functions": Screening, Intake, Orientation, Assessment, Treatment Planning, Counseling, Case Management, Crisis Intervention, Client Education, Referral, Report and Record Keeping and Consultation with Professionals. 95% of students completing the certificate program will receive a "recommend with reservations" or higher recommendation.

Describe your program's plan for assessing program learning outcomes.

To be annually assessed:

1. Students will pass the practice/mock Substance Abuse Counselor State certification exam. 80% of students will score 75% or more on the 150 question examination.
2. Students will complete a minimum of 255 internship/practicum hours at an agency or agencies approved by the college. Students must complete a minimum of 21 hours in each of the "12 Core Functions": Screening, Intake, Orientation, Assessment, Treatment Planning, Counseling, Case Management, Crisis Intervention, Client Education, Referral, Report and Record Keeping and Consultation with Professionals. 95% of students completing the certificate program will receive a "recommend with reservations" or higher recommendation.

Summarize the major findings of your program outcomes assessments.

Students are currently achieving the program student learning outcomes. There is opportunity to revise

the program outcomes to reflect a more detailed and accurate measurement of the knowledge, skills and abilities students will obtain by achieving the program certificate and/or AS degree.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

2017-2018 = 9 AS degrees awarded in Alcohol and Other Drug Studies and 20 Certificates awarded in Alcohol and Other Drug Studies. This represents an overall decline in both AS degrees and Certificates.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
Decreased

What factors have influenced your completion trends?

Discussions with colleagues and the AODS Advisory Board indicate the decline in completions may be due to the increased demand for substance abuse counselors. This may at first seem counter intuitive. Effective 2016, individuals have the ability to begin work as an "intern" without completing all required coursework and the certification process. However, the ability to work in the field as an "intern" is limited to 5 years. Once registered as an intern, individuals have 5 years to complete all required coursework, internship hours and pass the State Certification Exam. The forward looking expectation is there will be an increase in completions as individuals who began working in the field begin achieving certification before their 5 year deadline.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster

improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

75.0%

Why did you choose this standard?

Based on historic data. Will work to obtain previous levels of success.

What is your Stretch goal for COURSE success rates?

80.0%

How did you decide upon the goal?

This goal is slightly higher than the highest success rate in the past 5 years, which was, 79%.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?

50% of course level student learning outcomes were revised to reflect changes in the industry, state certification requirements and curriculum changes.

Summarize the major findings of your course outcomes assessments.

Students are currently meeting or exceeding course outcomes in all Alcohol and Other Drug Studies (AODS) courses.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [San Diego Workforce Partnership](#)
- [State of CA EDD](#)
- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

How does your program help students build these KSA's?

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

No

Do you want more information about or need assistance integrating work-based learning into your program?

No

How do you engage with the community to keep them apprised of opportunities in your program?

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

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

When was your program's last advisory meeting held? What significant information was learned from that meeting?

What are the San Diego County/Imperial County Job Openings?

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

Goals

Goal 1

Brief Description

Develop a Social Work/Human Services CTE Pathway Program

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Work with VP of Instruction, CTE Program, AODS Advisory Board, and Curriculum Committee. Build a program to captivate students interested in a human services degree that is aligned with the TMC established by the State Chancellor's Office for Social Work and Human Services.

Outcome(s) expected (qualitative/quantitative)

Social Work and Human Services Pathway and degree program. Increased enrollment at Palomar College and increased students transferring to CSU and UC for a Human Services degree.

How does this goal align with your department mission statement, the college strategic plan, and/or Guided Pathways?

This goal meets the department goals by broadening the: academic knowledge, skills and training of students as well as increasing opportunities for employment. This goal is in alignment with guided pathways as a clear, detailed outline of how to achieve a degree for transfer in Social Work and Human Services.

Expected Goal Completion Date

8/3/2020

Goal 2

Brief Description

Establish Alcohol and Other Drug Studies Certificat and Degree Program/Courses at the North Campus.

Is this a new or existing goal?

New

How will you complete this goal?

Community marketing efforts to create awareness of the certificate and degree program were begun Spring 2019. Alcohol and Other Drug Study courses to begin Fall 2019 at the North Campus.

Outcome(s) expected (qualitative/quantitative)

Two year cohort track of courses for achievement of the Alcohol and Other Drug Studies Certificate.
Goal of twelve (12) students completing certificate program in Fall 2021.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Expands opportunity for students to achieve education and paid employment in the substance abuse treatment field.

Expected Goal Completion Date

12/31/2021

Goal 3**Brief Description**

Provide 3 or more AODS distance learning courses.

Is this a new or existing goal?

New

How will you complete this goal?

Apply for the Online CTE Pathways Grant Program. Staff training through <https://catalog.onlinenetworkofeducators.org/> and/or POETS.

Outcome(s) expected (qualitative/quantitative)

Provide 3 or more AODS distance learning courses.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

By offering additional distance learning courses we align with the department mission by "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."

Expected Goal Completion Date

5/31/2020

STAFFING AND RESOURCE NEEDS**Instructions**

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?

Yes

Are you requesting additional Staff, CAST or AA?

No

In the last ten years, what is the net change in number of FT Faculty in the department? (FT faculty loss vs. gain)

0

% of FTEF for on-going reassigned time (department chair, program director, coordinator, etc.)

2016-2017 % FTEF (on-going reassigned time)
20%

2017-2018 % FTEF (on-going reassigned time)
20%

2018-2019 % FTEF (on-going reassigned time)
20%

% of FTEF for temporary reassigned time (grant activity, sabbaticals, leaves, other reasons)

2016-2017 % FTEF (temporary reassigned time)
0

2017-2018 % FTEF (temporary reassigned time)
0

2018-2019 % FTEF (temporary reassigned time)
0

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting
Assistant Professor Alcohol and Other Drug Studies

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

This faculty member will help meet the guided pathways goal by increasing: student engagement, motivation and certificate and degree completion. This additional faculty member will help achieve strategic enrollment management by providing ongoing student guidance related to courses, internship placement and mentoring all of which will increase certificate and degree completion. This full time faculty member would help achieve the departments mission by preparing students with academic training and hands on experience for employment in various substance abuse treatment settings and by enhancing student learning in a supportive environment and through comprehensive and consistent education. This position will help achieve the colleges values of excellence in teaching, learning and service as well as providing a foundation of integrity by providing a consistent pedagogy and counseling philosophy which is difficult to achieve with 7 part time faculty members.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

No, there isn't a scarcity of qualified Part-Time Faculty but at a ratio of 7 Part Time to 1 Full Time Faculty it is difficult to establish, maintain and promote a consistent program/department pedagogy and counseling philosophy.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

No.

Please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

The program has exceeded 85% course enrollment for the past several years at the San Marcos Campus. The program is expanding to the North Education Center and would benefit from a consistent

department counseling philosophy and pedagogic approach. The labor market shows a significant demand for substance abuse counselors in large part due to the "Opioid Epidemic" and the increased government funding for substance abuse treatment. Substance abuse counseling is one of the fastest growing professions. According to the Bureau of Labor Statistics the need for substance abuse counselors is projected to grow 22 percent by 2024