

Part 2 – Comprehensive Program Review

SPRING 2011

Program Name: **ALCOHOL & DRUG STUDIES**

A. **PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2007-08, 2008-09, 2009-10**

1. **List the objectives developed for this program during the last comprehensive program review.**

Alcohol and Drug Studies has been combined with Psychology and Sociology in past program reviews. The following objectives were listed in the last Annual Program Review for Alcohol and Drug Studies and past Behavioral Sciences program reviews:

- a. Increase the number of enrolled students in Alcohol and Drug Studies courses and programs
- b. Hire a full-time instructor for the Alcohol and Drug Studies Program
- c. Hire adjunct instructors for the Alcohol and Drug Studies Program
- d. Dedicate one classroom to Alcohol and Drug Studies courses which allows for permanent display and storage of ADS materials used for instructional purposes
- e. SLO development and assessment training for full-time and adjunct faculty
- f. Attend CAADE Conference and Training Workshop
- g. Update/modernize classrooms including furniture and desks.
- h. Update/modernize technology in classrooms including A/V equipment; internet access and smart classrooms.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.

- a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
- b. For non teaching programs this data should include the following: TBD

**Alcohol and Drug Studies Program
Student Retention Rate**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ADS 101	88%	94%	91%	91%	84%	91%		88%									90%
ADS 110	82%	93%	100%	92%													92%
ADS 120	89%	100%	91%	93%	93%	80%	92%	88%									91%
ADS 130	94%	100%		97%	86%	64%	97%	82%									88%
ADS 150		100%	88%	94%	100%	79%	75%	85%									88%
ADS 176	100%	92%	94%	95%			95%	95%									95%
ADS 177	97%	93%	95%	95%			100%	100%									96%
ADS 178	100%	95%	96%	97%			100%	100%									98%
ADS 200					94%	92%	76%	88%									88%
ADS 210		86%	83%	85%	96%	96%		96%									90%
ADS 220	100%	91%	100%	97%	100%	100%	89%	96%									97%
ADS 221	86%	100%	92%	92%	100%	100%	100%	100%									96%
ADS 230					82%	90%	97%	90%									90%
Avg.	93%	95%	93%	94%	93%	88%	92%	91%									92%

Grade Distribution

Program	Term	Sem.	Yr.	Course	A	B	C	D	F	CR	P	Other	W	Total	Success Rate	Retention Rate
ADS	200810	Fall	2007	ADS101	17	5		1	13			0	5	41	53.7%	87.8%
ADS	200820	Spr.	2008	ADS101	13	2	3		18			0	7	43	41.9%	83.7%
ADS	200910	Fall	2008	ADS101	12	8	7		5			0	2	34	79.4%	94.1%
ADS	200920	Spr.	2009	ADS101	3	13	5	4	7			0	3	35	60.0%	91.4%
ADS	201010	Fall	2009	ADS101	15	10	4	3	7			0	4	43	67.4%	90.7%
ADS	200810	Fall	2007	ADS110	8	6	12	5	5			0	8	44	59.1%	81.8%
ADS	200910	Fall	2008	ADS110	13	11	2		1			0	2	29	89.7%	93.1%
ADS	201010	Fall	2009	ADS110	23	11	6		4			0		44	90.9%	100.0%
ADS	200810	Fall	2007	ADS120	5	2	1					0	1	9	88.9%	88.9%
ADS	200820	Spr.	2008	ADS120	16	9						1	2	28	89.3%	92.9%
ADS	200910	Fall	2008	ADS120	6							0		6	100.0%	100.0%
ADS	200920	Spr.	2009	ADS120	4							0	1	5	80.0%	80.0%
ADS	201010	Fall	2009	ADS120	7	3						0	1	11	90.9%	90.9%
ADS	201020	Spr.	2010	ADS120	7	2		1	2			0	1	13	69.2%	92.3%
ADS	200810	Fall	2007	ADS130	12	2	1		2			0	1	18	83.3%	94.4%
ADS	200820	Spr.	2008	ADS130	9	3						0	2	14	85.7%	85.7%
ADS	200910	Fall	2008	ADS130	9				2			0		11	81.8%	100.0%
ADS	200920	Spr.	2009	ADS130	6	1						0	4	11	63.6%	63.6%

ADS	201020	Spr.	2010	ADS130	8	19	3	2	1			0	1	34	88.2%	97.1%
ADS	200820	Spr.	2008	ADS150	3				2			0		5	60.0%	100.0%
ADS	200910	Fall	2008	ADS150	2	2	1					0		5	100.0%	100.0%
ADS	200920	Spr.	2009	ADS150	8	3						0	3	14	78.6%	78.6%
ADS	201010	Fall	2009	ADS150	1	2	2		2			0	1	8	62.5%	87.5%
ADS	201020	Spr.	2010	ADS150	6	1	2					0	3	12	75.0%	75.0%
ADS	200810	Fall	2007	ADS176	30	3			10			0		43	76.7%	100.0%
ADS	200910	Fall	2008	ADS176	34							0	3	37	91.9%	91.9%
ADS	201010	Fall	2009	ADS176	45							0	3	48	93.8%	93.8%
ADS	201020	Spr.	2010	ADS176	53							0	3	56	94.6%	94.6%
ADS	200810	Fall	2007	ADS177	52	1			6			0	2	61	86.9%	96.7%
ADS	200910	Fall	2008	ADS177	43							0	3	46	93.5%	93.5%
ADS	201010	Fall	2009	ADS177	52							0	3	55	94.5%	94.5%
ADS	201020	Spr.	2010	ADS177	54							0		54	100.0%	100.0%
ADS	200810	Fall	2007	ADS178	38	1			8			0		47	83.0%	100.0%
ADS	200910	Fall	2008	ADS178	40							0	2	42	95.2%	95.2%
ADS	201010	Fall	2009	ADS178	46							0	2	48	95.8%	95.8%
ADS	201020	Spr.	2010	ADS178	49							0		49	100.0%	100.0%
ADS	200820	Spr.	2008	ADS200	10	2	3					0	1	16	93.8%	93.8%
ADS	200920	Spr.	2009	ADS200	15	2	3	1	2			1	2	26	76.9%	92.3%
ADS	201020	Spr.	2010	ADS200	14	10	2					0	8	34	76.5%	76.5%
ADS	200820	Spr.	2008	ADS210	22	13			8			0	2	45	77.8%	95.6%
ADS	200910	Fall	2008	ADS210	11	3	6		4			0	4	28	71.4%	85.7%
ADS	200920	Spr.	2009	ADS210	20	2			5			0	1	28	78.6%	96.4%
ADS	201010	Fall	2009	ADS210	14	9	1		1			0	5	30	80.0%	83.3%
ADS	200810	Fall	2007	ADS220	5	1	1					0		7	100.0%	100.0%
ADS	200820	Spr.	2008	ADS220	7							0		7	100.0%	100.0%
ADS	200910	Fall	2008	ADS220	7	1		1	1			1	1	12	66.7%	91.7%
ADS	200920	Spr.	2009	ADS220	12				1			0		13	92.3%	100.0%
ADS	201010	Fall	2009	ADS220	8	1						0		9	100.0%	100.0%
ADS	201020	Spr.	2010	ADS220	7	1						0	1	9	88.9%	88.9%
ADS	200810	Fall	2007	ADS221	5	1						0	1	7	85.7%	85.7%
ADS	200820	Spr.	2008	ADS221	5	1			1			0		7	85.7%	100.0%
ADS	200910	Fall	2008	ADS221	5	1						0		6	100.0%	100.0%
ADS	200920	Spr.	2009	ADS221	4							0		4	100.0%	100.0%
ADS	201010	Fall	2009	ADS221	10			1				0	1	12	83.3%	91.7%
ADS	201020	Spr.	2010	ADS221	6							0		6	100.0%	100.0%
ADS	200820	Spr.	2008	ADS230	7	5	1		1			0	3	17	76.5%	82.4%
ADS	200920	Spr.	2009	ADS230	18	6	1		1			0	3	29	86.2%	89.7%
ADS	201020	Spr.	2010	ADS230	14	7	2	3	2			0	1	29	79.3%	96.6%

**Alcohol and Drug Studies Program
FTEs per FTEf**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ADS 101	21.2	16.0	22.3	19.8	22.3	18.1		20.2									20.0
ADS 110	24.4	15.0	22.8	20.7													20.7
ADS 130	13.0	5.7		9.3	7.8	10.4	19.2	12.4									11.2
ADS 176	16.7	14.8	18.3	16.6			22.5	22.5									18.1
ADS 177	23.7	19.7	21.4	21.6			87.0	87.0									38.0
ADS 178	18.7	21.6	19.0	19.8			76.2	76.2									33.9
ADS 200					7.8	13.5	17.6	13.0									13.0
ADS 210		14.0	15.5	14.8	23.3	20.2		21.8									18.3
ADS 230					8.8	15.0	15.5	13.1									13.1
Total	19.6	13.9	20.0	17.5	14.0	15.4	28.6	18.7									18.1

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

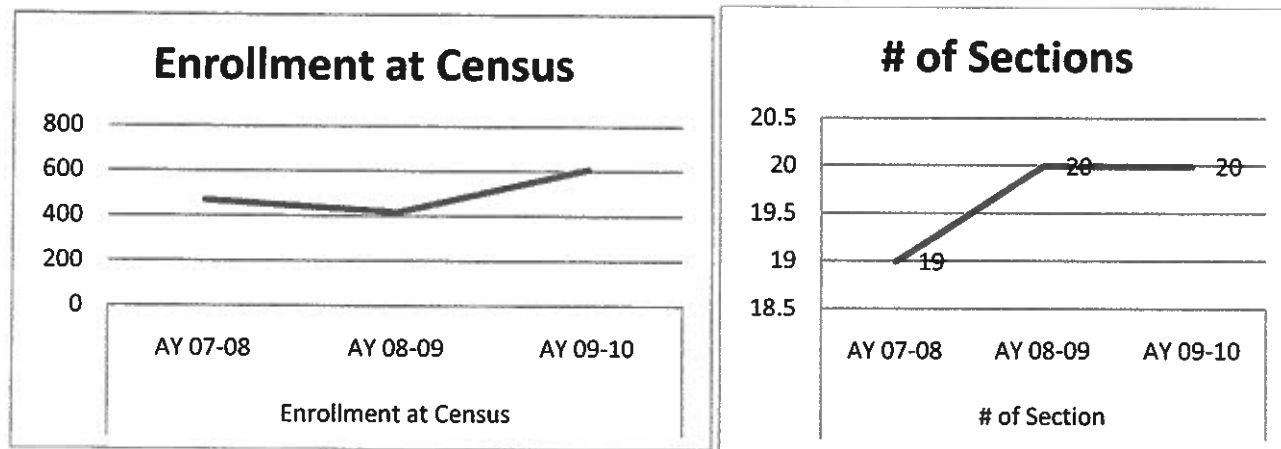
The student enrollment in Alcohol and Drug Studies has increased and retention rate has increased. The Student Learning Outcomes have been followed and adjusted as needed. The student learning outcomes are in line with the Institutional Student Learning Outcomes. Changes have been made in classes to incorporate these learning goals. Student Learning Outcomes are as follows:

Course	SLO's	Cycle Assessment Completed	ISLO Linked To
ADS 101	Develop and facilitate an alcohol intervention; presentation rubric	Identified; assessed	ISLO1; ISLO 2; ISLO3; ISLO4; ISLO 5
ADS 110	Identify cultural differences in substance abuse and treatment appropriate to cultures; written exam	Identified; assessed	ISLO1; ISLO 2; ISLO3; ISLO4; ISLO 5
ADS 120	Present active listening skills; presentation rubric	Identified; assessed	ISLO1; ISLO 2; ISLO3; ISLO4; ISLO 5
ADS 130	Prepare group leadership plan; paper rubric	Identified; assessed	ISLO1; ISLO 2; ISLO3; ISLO4; ISLO 5
ADS 150	Identify, compare and contrast gender roles in minority cultures; paper rubric	Identified; assessed	ISLO1; ISLO 2; ISLO3; ISLO4; ISLO 5
ADS 177	Identify communication style and reframe communication; written exam and essay	Identified; assessed	ISLO1; ISLO 2; ISLO3
ADS 178	Identification of life skill deficit and prepare relapse prevention plan; written exam	Identified; assessed	ISLO1; ISLO 2; ISLO3; ISLO4; ISLO 5
ADS 200	Develop and lead family group using referrals and resources; oral rubric	Identified; assessed	ISLO1; ISLO 2; ISLO3; ISLO4; ISLO 5
ADS 210	Develop and participate in field placement activities; journal and progress report	Identified; assessed	ISLO1; ISLO 2; ISLO3; ISLO4; ISLO 5

ADS 220 ADS 221	Identify needed community prevention program and propose a written plan; writing rubric	Identified; assessed	ISLO1; ISLO 2; ISLO3; ISLO4; ISLO 5
ADS 230	Identify needed community prevention or educational resource program and propose a written plan – written proposal including target population funding	Identified; assessed	ISLO1; ISLO 2; ISLO3; ISLO4; ISLO 5

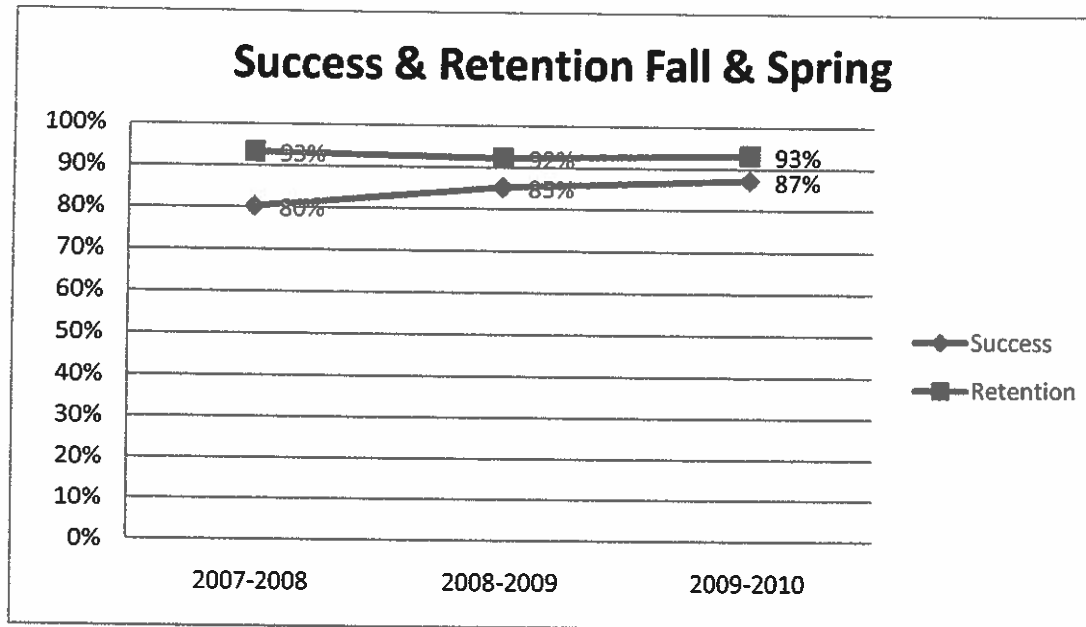
4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program’s success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

Enrollment & Access:



The above graphs show the number of sections offered and the enrollment for Alcohol and Drug Studies courses over a three year period. During the academic years 2007-2010, we have been successful in meeting the students' needs in the Alcohol and Drug Studies Program. We have maintained the number of ADS courses offered each academic year. In addition, as you can see from the above graph, we have increased the number of students being served in the ADS program from 472 enrolled at census in 2007-2008 to 612 enrolled at census in 2009-2010, which is a 13% increase. We have averaged 37 students per section with fill rates hovering around 100% or more at census. We have also offered a balanced schedule of ADS courses, both day and evening classes, which are rotated to meet the needs of all our students who need access to ADS classes.

Success & Retention:



Overall, student retention in Alcohol and Drug Studies courses is excellent at an average of 92% during the 2007-2010 academic years shown in the above graph. The overall success rate is also above average for ADS courses at an average of 84%. The data depict a slight increase in success rate over the last three academic years and a slight decrease in retention rate, with both being stable from 2008-2009. This slight decrease in retention, but increase in success might be due to the fact that students who are not doing well academically in the ADS courses, might withdraw to avoid a failing grade. We account the high retention and success rates for these classes as these classes are needed for the Alcohol and Drug Studies A.A. or certificate. Since there is less faculty in the area, and less sections of the same class offered every semester, the students are motivated to succeed the first time around.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Spring 2011

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

The current Alcohol and Drug Studies Program is a 36 unit major and/or certificate program. Meeting the requirements of the certificate allows students to register to the California Association for Alcohol/Drug Educators (CAADE) for a California Addiction Treatment Credential (CAT-C). All classes have student learning outcomes that have been identified and assessments have been ongoing. Currently, there are two part-time faculty members hired specifically to teach Alcohol and Drug Studies classes. One has a Bachelor's degree in Psychology and has a CAT-C Credential. The other holds a Master's degree and an Alcohol and Drug Studies Certificate. The Director of the Alcohol and Drug Studies Program is on the CAADE State Board of Directors. That person is also the advisor for the major related student organization, College Association of Abuse Prevention (CAAP). This student organization promotes peer education and referral to local resources and provides information and training to the local community. It also helps provide opportunities for members to attend State conferences related to addictions.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

Outside factors which are affecting the program are the lack of local jobs in the community area for graduating students and the lack of local training sites. The community is very limited in resources.

3. List any significant issues or problems that the program is immediately facing.

The program faces problems regarding appropriate classroom setup which would allow students to comfortably practice counseling skills and practice group leadership activities. The biggest problem currently facing the program is the threat of possible cuts of adjunct faculty.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2011-12, 2012-13, 2013-14

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

Objective	Completion Indicators	Completion Date
Hire a full-time faculty member for the ADS Program and maintain one adjunct faculty	Hiring of Faculty; increasing number of classes offered	2013
Develop classrooms to accommodate counseling students which would allow for appropriate student learning exercises. Location of classrooms should limit sound disturbances. Purchase of appropriate chairs to allow for student interaction	Modernization of 200 Building	2014
Develop a Co-Occurring Disorder Certificate	Hire additional faculty	2014
Develop new teaching methodologies, ideas for instruction and course work for ADS courses that we hope will contribute to raising the success and retention rates of our students by 5%.	Trainings; colloquia; new courses; online courses, institutional data	2014

We hope the above objectives will be met.

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

The student learning outcomes will need to be continually evaluated and revised as needed. The budget constraints, lack of adequate number of teachers available for Alcohol and Drug Studies courses and the number of Psychology instructors directly affects the time available to attend suggested meetings regarding student learning outcomes. Hopefully, this will work itself out during the next academic year. All meetings thus far have been held during the time that the Director of the Alcohol and Drug Studies Program had scheduled classes.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

The lack of funds to adequately provide needed personnel in the Alcohol and Drug Studies Program presents the largest obstacle.

4. Identify any outside factors that might influence your program during the next three years.

The State budget will influence the Alcohol and Drug Studies Program. There is a possibility that a Veteran's Treatment Center will be built in Imperial County. That may provide needed training sites for students and job opportunities for graduating students of the ADS Program.