Section 1 - Program Information

1.0 Name of Program: Addiction Studies

1.1 Program Review Authors: Reviewed by Mike Goldsby, Stuart Altschuler, Jim Home, Greg Westbrook, Melissa Ruiz

1.2 Dean's Signature: Rachel Anderson

1.3 Individual Program Information

<table>
<thead>
<tr>
<th># of Degrees</th>
<th># of Certificates</th>
<th># of Courses</th>
<th># of GE Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

The shaded cells below are to be populated by the Program Review Committee as needed.

<table>
<thead>
<tr>
<th># of Full Time Faculty</th>
<th># of Part Time Faculty</th>
<th># of Staff FTE</th>
<th>Personnel Budget</th>
<th>Discretionary Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>2011-12</td>
<td>2010-2011</td>
<td>2011-12</td>
<td>2010-2011</td>
</tr>
</tbody>
</table>

1.3.1 State briefly how the program functions support the college mission: The Addiction Studies program supports the mission of the college by providing outstanding career certification and programming that has direct and positive effects on students and the community.

1.3.2 Program highlights/accomplishments: All courses have had student learning outcomes mapped to the program outcomes and all SLO’s have been scheduled to be completed in a two year cycle.

Section 2 - Data Analysis

2.1 Enrollment & Fill Rate Review and interpret data by clicking here or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on: Enrollments & fill rates

Enrollment □ Comment if checked: Addiction Studies program is outperforming the District average.
### 2.2 Success & Retention
Review and interpret data by [clicking here](http://www.redwoods.edu/District/IR/Program_Select.asp) or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on: Success & Retention

<table>
<thead>
<tr>
<th>Success □</th>
<th>Comment if checked: Success rates across the District are at or above average.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention □</td>
<td>Comment if checked: Retention rates across the District are at or above average.</td>
</tr>
</tbody>
</table>

### 2.3 Persistence
Review and interpret data by [clicking here](http://www.redwoods.edu/District/IR/Program_Select.asp) or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on: Persistence

☑ Comment: Persistence rates are lower in Addiction Studies as compared to other programs across the District by approximately 10%. There are several factors that might be at play here. First, not all students that are interested in the program are actually declaring their major, although we are getting better at having students declare shown by the increase in number of students. The other factor is the students themselves. They are often very vulnerable and high risk. Our faculty are very sensitive to the needs of our students and work very closely with them. As a goal for this coming academic year we can work more closely with students in our second semester ADCT class to make sure they have identified their majors and hopefully with the support of Counselors, high risk students can be better supported.

### 2.4 Completions
Review and interpret data by [clicking here](http://www.redwoods.edu/District/IR/Program_Select.asp) or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on: Completions & Transfers

☑ Comment: Although the numbers are fairly similar to the District average, Addiction Studies have slightly lower completion rates. These numbers are consistent with the low persistence numbers and will ideally be improved along with persistence with the action plans listed below.

### Student Equity Group Data

#### 2.5 Enrollments by group
Review and interpret data by [clicking here](http://www.redwoods.edu/District/IR/Program_Select.asp) or going to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on ~ by Student Equity Group next to Enrollments & fill rates

**Comment:**
- **Male to Female:** The students at the Humboldt campus are fairly similar to program average, but at Del Norte the program has considerably more female students (73:27).
- **Distribution by ethnicity** has some significant difference. There are no Asians identified in the program at Humboldt (which
has a 5% representation district wide), but the population of Native American students at the Humboldt site is greater than district average. In both Del Norte and Humboldt the percent of Hispanic students are less then district average.

The average age of students in the Addiction Studies program is older than the district average (especially noticeable at the Humboldt site where 28% of students are over 50).

More students in the Addiction Studies program are DSPS students as compared to district average.

Students identified as Basic Skills students are less than district average because neither math nor English are required for the program. Although ENGL 150 is recommended, students are not required to take this class to participate in the Addiction Studies courses.

2.6 Success & Retention Review by group

Review and interpret data by [clicking here](http://www.redwoods.edu/District/IR/Program_Select.asp) or going to: http://www.redwoods.edu/District/IR/Program_Select.asp

Select your program and click on ~ by Student Equity Group next to success & retention

Comment: For most of the student equity group data the Addiction Studies program matches the District within a percentage point. The only area that was significantly different was the success rates for the younger students (especially in Del Norte). However, on the flip side of that is the excellent success rates of the older students (100% success and retention for students over 50 in Del Norte).

2.7 Persistence Review by group

Review and interpret data by [clicking here](http://www.redwoods.edu/District/IR/Program_Select.asp) or going to: http://www.redwoods.edu/District/IR/Program_Select.asp

Select your program and click on ~ by Student Equity Group next to persistence

Comment: The numbers are too small to make any conclusions.

Additional Indicators

2.8 Faculty Information

Review and interpret data by [clicking here](http://www.redwoods.edu/District/IR/Program_Select.asp) or going to: http://www.redwoods.edu/District/IR/Program_Select.asp

Select your program and click on: Faculty (FT/PT) & FTES/FTEF

Comment: This program is run completely by Associate Faculty.

2.9 Labor Market Data (CTE/Occupational programs only)

Refer to the California Employment Development Division:
http://www.edd.ca.gov/
www.labormarketinfo.edd.ca.gov

Provide a narrative that addresses the following:

a. Documentation of labor market demand
b. Non-duplication of other training programs in the region
c. Effectiveness as measured by student employment and program completions.

Narrative: edd.ca.gov indicates that there is a 19.4% increase in job availability in the field of substance abuse and behavioral disorder
Overall, what has been the impact of the change in indicators on student achievement and learning: Student success and retention rates are consistent with district averages. There are some aspects that are unique to the program such as the high risk nature of this population, and the relatively low rate of success and persistence observed in the younger students. The additional information provided in program review that demonstrates these student equity groups will help guide some of the action plans for the following year.

Provide narrative on the factors that may have contributed to the improvement or decline in the identified population:
Since this data is new to us, it is difficult to comment on factors. However, the initiation of new action plans directed to some of the areas identified as below district average will be monitored and reported in next year’s program review.

Section 3 – Critical Reflection of Assessment Activities

Curriculum & Assessment Data

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are all courses on track for complete assessment of all outcomes in two years?</td>
<td>Y/N</td>
</tr>
<tr>
<td>What courses, if any, are not on track with regard to assessment? Explain.</td>
<td>NA</td>
</tr>
<tr>
<td># of PLOs Assessed and Reported during the 2011-2012 academic year.</td>
<td>3</td>
</tr>
</tbody>
</table>

% of Course Outlines of Record updated
If there is no plan for updating outdated curriculum, when will you inactivate?
View curriculum status: [click here](http://www.redwoods.edu/District/IR/Program_Select.asp) or go to: http://www.redwoods.edu/District/IR/Program_Select.asp
Select your program and click on: Curriculum Status

<table>
<thead>
<tr>
<th>Question</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Reporting completed?</td>
<td>Y/N</td>
</tr>
<tr>
<td>Program Advisory Committee Met?</td>
<td>Y/N</td>
</tr>
</tbody>
</table>

3.0 How has assessment of course level SLO’s led to improvement in student learning (top three): We don’t have the results from the last assessment analyzed.

3.1 How has assessment of program level outcomes led to degree/certificate improvement (top three): We don’t have the results from the last assessment analyzed.

3.2 (Optional) Describe unusual assessment findings/observations that may require further research or institutional support:
Without some faculty coordination it is exceptionally difficult to coordinate outcome assessment. Associate faculty in the Addiction Studies counselors.
program work independently and generally do not communicate with each other.

**Section – 4 Evaluation of Previous Plans**

4.1 Describe plans/actions identified in the last program review and their current status. What measurable outcomes were achieved due to actions completed.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Current Status</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the importance and methods for maintaining confidential client records and explain some of the safeguards used within your practicum site to ensure client privacy.</td>
<td>Assessment complete</td>
<td>General improvement</td>
</tr>
<tr>
<td>Elaborate on methods that might help assist clients in establishing life management skills that will support the recovery process. Relate some of the techniques that were used at the practicum site to help clients develop positive life skills.</td>
<td>Assessment complete</td>
<td>General improvement</td>
</tr>
<tr>
<td>Increase lecture time and reading assignments to develop a fuller understanding of concepts presented.</td>
<td>Assessment complete</td>
<td>General improvement</td>
</tr>
<tr>
<td>Discuss the significance in regard to records, case notes, and clinical paperwork in the helping field. What are some of the characteristics of good documentation? In particular, please expand upon the significance of confidentiality in regards to the same</td>
<td>Assessment complete</td>
<td>General improvement</td>
</tr>
</tbody>
</table>

4.2 (If applicable) Describe how funds provided in support of the plan(s) contributed to program improvement: NA
### Section – 5 Planning

#### 5.0 Program Plans

Based on data analysis, student learning outcomes and program indicators, assessment and review, and your critical reflections, describe the program’s Action Plan for the 2012/13 academic year. If more than one plan, add rows. Include necessary resources. (Only a list of resources is needed here. Provide detailed line item budgets, supporting data or other justifications in the Resource Request).

<table>
<thead>
<tr>
<th>Action to be taken:</th>
<th>Relationship to Institutional Plans</th>
<th>Relationship to Assessment</th>
<th>Expected Impact on Program/Student Learning</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiate student survey in second semester ADCT courses to assure students have declared their major and have a Student Ed Plan.</td>
<td></td>
<td>To increase number of students in the ADCT program and improve persistence.</td>
<td>Advisor support.</td>
<td></td>
</tr>
<tr>
<td>Develop a programmatic “early warning” system for high risk students.</td>
<td></td>
<td>Improve student retention and success.</td>
<td>Counselor support</td>
<td></td>
</tr>
<tr>
<td>Development of a student mentoring program linking older students with younger students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish TLU allocation for program coordination</td>
<td>Critical for program maintenance</td>
<td></td>
<td>3TLU allocation per year (1.5 per semester)</td>
<td></td>
</tr>
</tbody>
</table>

#### 5.2 Provide any additional information, brief definitions, descriptions, comments, or explanations, if necessary.

The request for TLU support would provide the ability to continue the program. Without external funding support it is unlikely this program can survive.

### Section 6 - Resource Requests

#### 6.0 Planning Related, Operational, and Personnel Resource Requests. Requests must be submitted with rationale, plan linkage and estimated costs. If requesting full-time staff, or tenure-track faculty, submit the appropriate form available at inside.redwoods.edu/ProgramReview
Requests will follow the appropriate processes.

<table>
<thead>
<tr>
<th>Request</th>
<th>Check One</th>
<th>Amount</th>
<th>Recurring Cost Y/N</th>
<th>Rationale Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>DVD’s for support of curriculum</td>
<td>X</td>
<td>$500</td>
<td>N</td>
<td>Support student learning and success/retention.</td>
</tr>
<tr>
<td>Allocation of 3 TLU’s annually</td>
<td>x</td>
<td>Approx.$2,400</td>
<td></td>
<td>Assessment and program management.</td>
</tr>
</tbody>
</table>

Section 7- Program Review Committee Response
Do not type in this section. To be completed by the Program Review Committee following evaluation.

7.0 The response will be forwarded to the author and the supervising Director and Vice President:

S.1. Program Information: Satisfactory

S.2. Data Analysis: Persistence is lower than average by ~10%, no FT faculty for this program; labor market indicates a potential for high growth. Satisfactory

S.3. Critical Reflection of Assessment Activities: Analysis is incomplete. Program has not F/T faculty/coordination or discussion of courses, and no advisory group. (3.2 notes difficulty of coordination) 3.0/3.1 Unsatisfactory

S.4. Evaluation of Previous Plans: The actions are well identified, but the outcomes documentation was incomplete and vague. Satisfactory

S.5. Planning: Include details under “relationship to institutional plans”, etc. for each action identified. Regarding the lack of FT faculty, include more documentation and relationships.

S.6. Resource Requests: Requesting resources to assess and coordinate the program; satisfactory