



Annual Program Review 2010-2011

Instructional Programs

Division:
Health Sciences:
Alcohol/Drug Studies
Department

Authorization

After the document is complete, it must be signed by the Division Chair and Dean before being submitted to the Program Review Committee.

Signature of Division Chair	Signature of Dean	Date Submitted to Program Review Committee
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Describe the relationship of your program to the college's [Mission Statement](#):

There is a relationship between the college's "Mission statement and the Alcohol/ Drug Studies Department whereas we also welcome "students of all diverse backgrounds, goals, ages, abilities, and learning styles". This department is "committed to "student learning and success." Furthermore, the ADST staff uses "personal interaction, dynamic and rigorous instruction, and innovative technologies", in order to " foster the development of critical thinking and lifelong learning" especially in relation to our graduates entering the Chemical Dependency Treatment profession as counselors. "We provide students with the opportunity and support and the knowledge and skills necessary" to be work ready upon entering the labor force. The ADST Department is known among community stakeholders to generate ethical, skillful and knowledgeable Certified Addiction Treatment Counselors (CAT-C) and they serve the community at large in a multitude of settings. The ADST Department has made it their mission to make sure these trends continues.

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
Alcohol/ Drug Studies	+ 69.0%	+ 24.05%	+36.3%	-3.8%	99.7 %	+5.4&	106.3%

1.1. Describe how these trends affect student achievement and student learning:

These trends affect student achievement in this department in several ways. First the current trends in FTES suggest that staffing may not be adequate per FTEF and WSCH/FTEF trends. Especially the awards trend which more than doubled over the past year. At a minimum these trends suggest that there is an immediate need for more classroom space and/or additional courses.

This can impact students by delaying their ability to enroll in much needed classes in a program where curriculum is to be taken in a sequence. If the courses are not available the student's completion of the program and/or graduation may be hampered and/or delayed.

1.2. Is there any other relevant quantitative/qualitative information that affects the evaluation of your program?

Yes, the program FTES trend has stabilized after the retirement of the longtime program director 3 ½ years ago. The trends are now consistent and mirror the fill rates that existed before the retirement of the previous director.

Another major concern is the Division Chair position has been vacant since the beginning of Fall semester. This has meant that there is a decrease in the leadership and guidance in the division. There is sense of disconnect among the ADST and Health Sciences staff between staff and administration.

Lastly, the ADST program has a reaccreditation issue that will befall it next school year. At that time there will be a need, at a minimum, for additional clerical support. The program director is in constant contact with the state appointed certifying body in order to keep abreast of their expectations surrounding re- accreditation issues.

2.0. Student Learning and Curriculum

For each program within the division, provide the following information.

	% of Courses with Identified SLOs	% of Courses with Ongoing SLO Assessment	% of Courses Reviewed for Outline Changes	% of Courses Whose Prerequisites Were Validated in 2009-2010	% of Courses Whose Textbooks Were Reviewed in 2009-2010	Degree/Certificate SLO* <small>If your division has defined other program SLOs, please indicate below</small>
ADST	100%	60%	0%	100%	75%	Certificate

* A program (for purposes of Degree/Certificate SLOs) is a cohesive set of courses that lead to degrees and certificates. Divisions may further delineate and define programs based on their assessment needs.

2.1. Would you like to comment on your percentages outlined above?

The Health Sciences Administration and ADST staff are pleased with percentages represented in the above trends and is committed to, at a minimum, maintaining and or exceeding the current percentages.

2.2. How has assessment of course-level student learning outcomes led to improvement in student learning?

The student attrition rate has decreased and student retention has increased due to the continued assessment of course level student learning outcomes.

2.3. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

The assessment of program level SLO's has led to more student satisfaction with their academic experiences. Also, retention has increased and attrition has decreased.

2.4. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs and support your answer using your assessment data.

Yes, the data indicates that the ADST program is growing and is in need of more classroom space and/or support staff especially during the Summer session.

3.0. Evaluation of Previous Goals

This section is an evaluation of program goals and activities from previous years.

3.1. List actions identified in your last program review or any other related plan(s).

The ADST staff had identified several areas with the department that needed improvements and modification. As part of his Three Year Professional Growth Plan the program director set some goals for the department. The first was to update and validate all ADST class prerequisites and submit to administration. That goal was met. A second goal was to improve and build upon teaching methodologies within the classroom, such as WEB-CT and E-Lumen and Survey Monkey. That goal is partially met and ongoing. Another goal was to create a ADST student run club as well as an alumni club in order to serve students needs and provide networking oriented atmosphere for students to help keep abreast of ever evolving research, employer expectations and employment opportunities. Goal met. Another goal was to create a ADST "pinning" ceremony (similar to the nursing ceremony) at graduation time. This would provide a more intimate ceremony so graduates can invite loved ones in order to celebrate the completion of the ADST program. Goal met.

3.2. What measurable outcomes were achieved due to the actions completed?

FTES, attrition rates, retention rates and award rates.

3.3. Evaluate the success of the completed actions. Did the completed actions lead to improved student learning or improved program/division processes?

Yes, the achieved goal led to an increase in FTES, decreases in attrition rate and increase in graduate rates.

3.4. What modifications do you plan to make to your program/division in the future to improve student learning and/or program/division processes?

In order to improve student learning and the program process the ADST staff will continue to assess student learning. We are in the process of exposing all of ADST's courses to the full SLO assessment cycle.

4.0. Action Plan

Based on trends and student learning outcomes, describe your program plan for the next academic year. Include necessary resources.

Action	Related EMP Goals and SLOs	How action will improve student learning	Resource Needs
To continue SLO assessment loops and review SLO's for possible modifications.		The actions will mean that student attrition will decrease and student retention will increase	No additional resources needed at this time.
To prepare for re-accreditation in 2011		Reaccreditation will ensure that curriculum reflects current trends in evidenced based treatment and recovery	Part time clerical staff to assist in creating self study.
To acquire additional staff and/or classroom space in order to accommodate students esp. in summer sessions.		Since there are field courses only available in summer students will be able to meet program completion and graduation goals	Additional course and or additional classroom space.
Have a faculty member who teaches health classes do CPR/First Aid workshops for our students during the school year.		The community stakeholders who hire our newly trained Alcohol/Drug Counselors are now recommending and/or requiring that new hires be certified in Red Cross approved programs for CPR/First Aid	Pre-existing faculty that teaches CPR/first Aid in numerous Health classes may be able to fulfill this workshop role with little or no expense.

2010 PROGRAM REVIEW

Division:

EMT I: HS- 5

Section 5.0. Resource Request

Description: Add'l Classroom

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO or course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

As stated in the EMP, strategic goal 1.1 additional will increase student access.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

FTES will increase, attrition rates will decrease, retention will increase and number of certificates awarded will increase.

5.3. Describe the resource request (in detail).

Because of the increasing fill rates and census rates in some of the courses there is a need for additional classroom space and/or courses.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Facilities		Additional Classroom space especially during Summer Session.	ADST is need of additional space to accommodate our rise in FTES & Census as reflected in the current trends especially during the summer field courses.	None needed
Equipment				
Supplies				
Software				
Training				
Other				
Total				

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2010 PROGRAM REVIEW

Division:

EMT I: HS- 6

Section 5.0. Resource Request

Description: CPR/First Aid Training

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO
- A course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

As stated in the EMP, strategic goal #2 this resource will aid in the “planning, development, and coordination of economic & workforce development activities, programs, and services throughout GCCD, especially the ADST department.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

Hiring rates upon graduation will continue their positive trend

5.3. Describe the resource request in detail.

The profession of Alcohol/Drug Counseling continues to stay abreast of current health care and research trends there are higher expectations from stakeholders in the community from the graduating Certified Addiction Treatment Counselors. One of the newest criteria for newly hired interns and/or counselors at Chemical Dependency Treatment Facilities, Hospitals and Residential Treatment Programs is to be certified in CPR and first aid.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested		Justification	Potential Funding Sources
Personnel				
Facilities				
Equipment				
Supplies				
Software				
Training		CPR/ First Aid Student Training	Most facilities where students are being placed for internships and employment are now requiring CPR/First Aid certification among new hires.	None
Total				

2010 PROGRAM REVIEW

Division:

EMT I: HS- 7

Section 5.0. Resource Request

Description: Clerical Assistance

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO OR course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

1) The planning that this resource request addresses can be found in the Institutional Student Learning Outcomes #3 which addresses "Information Competency.
2)

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

FTES will increase, attrition rates will decrease, retention will increase and number of certificates awarded will increase.

5.3. Describe the resource request in detail.

The ADST director will be responsible for creating a self-study that will necessary to have program reaccredited. Clerical support will be needed to help with production, typing, xeroxing, binding, etc for a self study.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel	\$ 0	Part time clerical Staff from pre-existing personnel.	To assist in preparing a self study for re-accreditation in 2011. Reaccreditation will ensure that teaching curriculum reflects current approved texts and trends in evidenced based treatment and recovery	N/A
Facilities				
Equipment				
Supplies				
Software				
Training				
Total				