

CTE Update

PALO VERDE COLLEGE

ALCOHOL AND DRUG STUDIES

Alcohol and Drug Studies COA; Alcohol and Drug Studies Specialist I CCP; Alcohol and Drug Studies II CCP

REPORTING FALL 2018 TO SPRING 2022

1. PURPOSE OF THE PROGRAM

- a. Describe the program, its mission, and target population.

The Alcohol and Drug Studies (ADS) Program has been designed to provide students with the academic and practical skills for entry-level employment in alcohol and drug treatment programs, which includes training in alcohol and drug abuse counseling. Such training prepares students for employment within human services organizations, while also providing training for human services professionals who wish to expand their knowledge, their skills and overall preparation. The goals of this program are to develop basic competencies in case management, counseling, case management, record keeping, treatment planning, pharmacology, and physiology of substance abuse dependency, as well as social service systems.

To achieve success in this program, students must be emotionally stable, mature, and count on strong reading, writing, and interpersonal skills. An additional requirement is that students not abuse nor depend on chemicals, including alcohol.

The Certificate in Achievement in ADS includes coursework and a supervised fieldwork practicum required for certification by the California Association of Alcohol and Drug Educators (CAADE). Furthermore, Palo Verde College is actively engaged in the process of also receiving credentialing from the California Consortium of Addiction Programs and Professionals (CCAPP).

- b. How has the program changed in the last two years? In major ways, minor, or no real changes to speak of? Explain.

The ADS Program in the division of History, Social and Behavioral Sciences continually strives to provide exemplary learning environments that promote student success and foster the lifelong love of learning. Furthermore, learning in ADS courses enhances students' personal development, by providing insight into interpersonal relationships, cultural differences, and community outreach. To support this mission, during the Spring 2019 semester, ADS

practicum courses (ADS 150 and ADS 151) began to be taught to all eligible students (must have completed all previous ADS courses) on an Independent Study Contract basis.

Additionally, to meet the demand of the program and to fulfill the recommendations from the most recent program review the division hired a new fulltime faculty member. The additional faculty member, Ms. Araceli Alvarez, joins us with more than a decade of clinical experience and will ensure that the division is fully in compliance with all CDCR regulations.

2. DEMAND FOR THE PROGRAM

Is the demand high, adequate demand for our students, or low demand? Support your answer with labor market data, advisory input, etc.

An ADS career prepares individuals to work with groups who suffer from addictions to alcohol or other drugs. Based on information from the U.S. Bureau of Labor Statistics (BLS), employment of substance abuse counselors is expected to rise by 22% by the year 2031, which is among the highest growth in the nation relative to other occupations. Furthermore, the mean wage for such professionals in 2021, was \$53,490. As a result, the field is growing and the demand for such careers is adequate and would more than likely become quite high.

3. QUALITY OF THIS PROGRAM

What is the quality of this program? Is it of the highest quality, adequately meeting student needs, or needing significant improvement? List core indicators, student learning outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, and equipment as evidence to support your answer.

Overall, it should be mentioned that the quality of the ADS program is doing quite well, as is noted by the fact that it is currently recognized as a credentialed member of the California Association of Alcohol and Drug Educators (CAADE). Furthermore, Palo Verde College is also close to completing the process of also receiving credentialing from the California Consortium of Addiction Programs and Professionals (CCAPP).

Furthermore, it is noted that the ADS program has developed solid, enrollment, retention, and completion numbers over the current review period and reflected in the most recent Full Review. During the intervening two years since the full review all programs assessed have exceeded the 70% mark and averaged 95% (Please see the appendix for all SLO assessment references). We are on track to maintain high assessment levels into the next full review.

Finally, mention should also be made that funds have been allotted for FT ADS faculty members to attend professional development seminars and conferences which will continue enhancing their ability to provide students with an unparalleled learning experience.

4. EXTERNAL ISSUES

Cite relevant legislation, Chancellor’s Office mandates, VTEA, Tech Prep, CalWORKs, WIA, BIG career ladders, etc. that are contributing positive or negative factors for the program. Explain each mitigating factor and the impact on the program.

There are recent legislative actions and mandates that have affected the overall ability of the ADS program to continue serving our students. The current Governor of California, Gavin Newsome recently signed into law the AB1645 legislation, which requires that community colleges provide designated staff and a Dream Resource Center, to serve undocumented students. Although such legislation can help increase the number of students participating in ADS programming. There are also concerns about how such measures could affect future funding of the ADS program, because of the 115 community colleges in the state, only 19 of them already have such programs in place and Palo Verde College is not one of them. As a result, it is still unclear how this legislative measure will affect the college’s financial outlook.

An additional legislative action is that of AB 19, known as the California College Promise program. This measure, which was signed in 2017, originally focused on helping first-time, fulltime students, receive the state’s tuition waiver, if they had been previously denied the state’s tuition waiver for low-income students. However, the law has been revamped to give colleges a greater latitude in use of the funds, so that students colleges could make greater use of the \$46 million that were allocated for all the community colleges. Such measures will also allow for growth within the ADS program, allowing for students to cover additional costs that they would have otherwise been unable to cover including needed Technology (particularly when it comes to ADS online courses), costs associated with textbooks, or any other costs that may be associated with the completion of practicum coursework.

5. REVENUE AND EXPENSES

<u>Term</u>	<u>FTES*</u>
2020FA	58.10
2021SP	54.96
2021SU	5.40
2021FA	70.41
2022SP	56.70
2022SU	9.80

* FTES reported department-wide

SEE APPENDIX FOR PRIE OFFICE FINANCIALS REPRORT

- a. State the revenue of the program (using FTE data, grants, and anything else) for the preceding two academic years.

Estimated Revenue Based on FTES during period evaluated:

- \$1,149,165 in revenue
 - 255.37 FTES
 - FTES Rate - \$4,500 per unit¹

The revenue to cost ratio is about 1.4 performing below the suggested standard of 2:1.²

- b. State the expenses of the program (salaries, equipment purchases, contracts, and supplies) for the preceding two academic years.

Expenses for the past two academic years: \$796,035.37

- c. State the dollar value of in-kind contributions of time and/or resources the preceding two academic years.

N/A

6. TWO YEAR PLAN

List recommendations, project future trends, personnel and equipment needs, as well as continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.

Moving forward, the primary ADS program recommendation is for more students to be recruited into the ADS program which in turn will increase the number of students enrolled in all ADS courses, including those taught in the face-to-face modality. Additionally, student retention and enrollment will be monitored in these courses to ensure success.

The development of the practicum is an essential piece of the ongoing success of the ADS program. Moving forward it will be essential to develop ways that the Rising Scholar students have consistent access to the means of completing their required certification hours. Faculty are undertaking CDCR clearances to work more closely with the rising scholar students as well as co-developing solutions with CDCR management to provide consistent mentorship/resources to complete practicum hours.

¹ California Community Colleges. *Joint Analysis Enacted 2022-23 Budget*. California Community Colleges, July 2022, <https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Budget-News/Budget-2022-23/final-22-23-enacted-budget-joint-analysis2-a11y.pdf?la=en&hash=44EB03432EC48768AAF7A88EF5451D1CBFC8E8CB>

² Barton, Michelle. Justice Craig. Mullen, John. *Understanding and Calculating FTES and Efficiency*. California Community Colleges, 2019. https://rpgroup.org/Portals/0/Documents/Projects/IEPI/Resources_Guides/sem-understanding-calculating-ftes-spring-2019.pdf?ver=2020-06-13-101228-017

APPENDIX

Object.Type	Measure	AY2017-18	AY2018-19	AY2019-20	AY2020-21	AY2021-22
EQUIPMENT AND SUPPLIES - LOCALLY DEFINED INSTRUCTIONAL SUPPLIES	a) REVISED BUDGET	\$108.67	\$0.00	\$1.56	\$0.00	\$6.51
EQUIPMENT AND SUPPLIES - LOCALLY DEFINED INSTRUCTIONAL SUPPLIES	b) SPENDING	(\$62.17)	\$0.00	(\$1.56)	\$0.00	(\$6.51)
EQUIPMENT AND SUPPLIES - LOCALLY DEFINED INSTRUCTIONAL SUPPLIES	c) DEVIATION	-42.8%	0.0%	0.0%	0.0%	0.0%
EQUIPMENT AND SUPPLIES - LOCALLY DEFINED OTHER OPERATING EXPENSES AND SERVICES	a) REVISED BUDGET	\$0.00	\$0.00	\$2,100.00	\$510.00	\$0.00
EQUIPMENT AND SUPPLIES - LOCALLY DEFINED OTHER OPERATING EXPENSES AND SERVICES	b) SPENDING	\$0.00	\$0.00	(\$2,085.00)	(\$510.00)	\$0.00
EQUIPMENT AND SUPPLIES - LOCALLY DEFINED OTHER OPERATING EXPENSES AND SERVICES	c) DEVIATION	0.0%	0.0%	-0.7%	0.0%	0.0%
PERSONNEL - BENEFITS AND INSURANCE	a) REVISED BUDGET	\$29,120.00	\$15,633.55	\$26,984.91	\$51,742.12	\$43,103.96
PERSONNEL - BENEFITS AND INSURANCE	b) SPENDING	(\$27,784.39)	(\$19,654.75)	(\$26,984.91)	(\$51,742.12)	(\$43,103.96)
PERSONNEL - BENEFITS AND INSURANCE	c) DEVIATION	-4.6%	25.7%	0.0%	0.0%	0.0%
PERSONNEL - INSTRUCTIONAL SALARIES, CONTRACT OR REGULAR STATUS	a) REVISED BUDGET	\$102,769.00	\$53,630.75	\$123,306.39	\$210,560.04	\$159,113.07
PERSONNEL - INSTRUCTIONAL SALARIES, CONTRACT OR REGULAR STATUS	b) SPENDING	(\$130,813.84)	(\$118,217.25)	(\$123,306.39)	(\$210,560.04)	(\$159,113.07)
PERSONNEL - INSTRUCTIONAL SALARIES, CONTRACT OR REGULAR STATUS	c) DEVIATION	27.3%	120.4%	0.0%	0.0%	0.0%
PERSONNEL - INSTRUCTIONAL SALARIES, OTHER	a) REVISED BUDGET	\$12,526.00	\$36,845.83	\$116,063.25	\$91,959.80	\$116,227.11
PERSONNEL - INSTRUCTIONAL SALARIES, OTHER	b) SPENDING	(\$51,774.81)	(\$99,913.69)	(\$116,063.25)	(\$91,959.80)	(\$116,227.11)
PERSONNEL - INSTRUCTIONAL SALARIES, OTHER	c) DEVIATION	313.3%	171.2%	0.0%	0.0%	0.0%
PERSONNEL - NONINSTRUCTIONAL SALARIES, CONTRACT OR REGULAR STATUS	a) REVISED BUDGET	\$0.00	\$0.00	\$0.00	\$24,443.25	\$9,321.27
PERSONNEL - NONINSTRUCTIONAL SALARIES, CONTRACT OR REGULAR STATUS	b) SPENDING	\$0.00	\$0.00	\$0.00	(\$24,443.25)	(\$9,321.27)
PERSONNEL - NONINSTRUCTIONAL SALARIES, CONTRACT OR REGULAR STATUS	c) DEVIATION	0.0%	0.0%	0.0%	0.0%	0.0%
PERSONNEL - STATE TEACHERS' RETIREMENT SYSTEM (STRS)	a) REVISED BUDGET	\$14,830.00	\$20,695.87	\$35,660.42	\$48,585.99	\$40,462.25
PERSONNEL - STATE TEACHERS' RETIREMENT SYSTEM (STRS)	b) SPENDING	(\$22,195.86)	(\$31,210.55)	(\$35,660.42)	(\$48,585.99)	(\$40,462.25)
PERSONNEL - STATE TEACHERS' RETIREMENT SYSTEM (STRS)	c) DEVIATION	49.7%	50.8%	0.0%	0.0%	0.0%