

Palo Verde College
Program Review

Alcohol & Drug Studies
(ADS)

Presented by Dr. Karen E. Redwine

Period Reviewed: Fall 2011-Spring 2014

Alcohol & Drug Studies (ADS)

1. Support of the College Mission

A. Purpose of the Program

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

Students must be mature, emotionally stable, and have strong reading, writing, and interpersonal skills to be successful in this program. Non-abuse and non-dependency on chemicals, including alcohol, is required.

The Certificate in Achievement in ADS includes coursework and a supervised fieldwork practicum required by the *California Association of Alcoholism and Drug Abuse Counselors* (CAADAC), and the *California Association of Alcohol and Drug Educators* (CAADE) for certification.

B. Unique Institutional Goal

The ADS Program supports PVC's Institutional Goal #1: "*Palo Verde Community College District will deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement.*" ADS supports this goal by offering a Certificate of Achievement and two Career-Preparation certificates. The program also serves to fulfill transferable course requirements and/or electives. The goals of the ADS Program Learning Outcomes are for students to obtain fundamental skills and knowledge in the principles and practices in alcohol and drug treatment. Courses in ADS can also be taken for the purpose of lifelong learning. Furthermore, ADS supports PVC's Institutional Goal #1 by engaging in regular assessment, which leads to the identification of course and program weaknesses, and encourages relevant solutions, in an effort to make ongoing improvements to the quality of the ADS program.

C. Support of the Overall College Mission

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. Learning in ADS courses enhances students' personal development, and provides insight into interpersonal relationships, cultural differences, and community outreach.

2. Populations Served

A. The ADS program is available to all students of Palo Verde College, including community and inmate students. The ADS Program continues to serve students pursuing careers in substance abuse counseling. The program serves students seeking associate's degrees and/or certificates in ADS; students seeking to transfer to four-year institutions; and individuals seeking personal enrichment. All modalities have been approved for teaching ADS courses, including face-to-face, correspondence and online. However, ADS courses are currently only offered via

correspondence, although ADS course offerings in other modalities should be considered. Populations served include inmate students, local correspondence students, DSPS, and EOPS students. No other populations have been identified.

B. Community students may take all courses except for the practicum (ADS 150). The practicum course is currently being offered to inmate ADS students only, by an adjunct faculty member.

3. Accomplishments in Achieving Previous Goals

In the 2012-13 update, the following goals were noted for the ADS program:

-We need to expand our ability to offer ADS 150, so that all students in the Drug and Alcohol Studies Program can complete the requirements for the Certificate of Achievement. We plan to accomplish this by cooperatively working with the California Department of Corrections and Rehabilitation, or by contracting with qualified individuals within the prison system to provide the supervision component of the course.

-Addiction Prevention Education and Outreach/Referral (ADS 104) should be renamed Law and Ethics in order to more accurately convey the content of the course, and be consistent with other Alcohol and Drug Studies Programs.

-Continue to update prerequisites, and work towards sequencing cohort groups through the program.

-The ADS program should be overseen by a highly qualified, full-time faculty member who is able to ensure the program's compliance with state requirements and communicate regularly with adjunct instructors to ensure consistency within courses, and coherency across the program.

A. Progress and evidence toward achieving the goals previously identified:

A former full-time (FT) psychology faculty member was overseeing the ADS program, and identified the goals outlined for the ADS program above. During the time (2012-13) the ADS Program Review update was written by that individual, she also occupied a temporary PVC Vice-President (VP) position (mid-Fall 2012 to Summer 2014) and was no longer actively overseeing ADS. She returned to classroom in Fall 2014, and resigned from the college after that semester. As a result, no one has been actively overseeing the ADS program since mid-Fall 2012, so the goals that were previously set for ADS have not been met. The division strongly recommends that the college consider hiring a FT ADS faculty member to oversee this successful program at PVC.

B. Modifications of goals previously outlined and plans for serving them in the future:

A FT ADS individual is needed to determine the validity of the previous goals, and to identify previous and new goals noted here that the ADS program should strive to meet.

4. Strengths, Weaknesses and New Goals

A. Major Strengths: Strong enrollment, high completion rate of ADS program offerings.

B. Major Weaknesses:

- There is no full-time ADS faculty member to oversee the program at large.
- Inability to offer all students the opportunity to complete the ADS practicum that is required for the Certificate of Achievement.

Both of the weaknesses above were reported both in the previous comprehensive Program Review for ADS in 2009-10, and in the 2011-12 update

- ADS courses are currently offered only via correspondence format.
- Too many sections of the same courses offered unnecessarily in the same semester, or in sequential semesters. This issue should be addressed with a strategic course rotation.

C. New Goals (activities, timelines, measures for evaluating success).

- Until a full-time faculty member can be hired, maintain a temporary qualified replacement to oversee the practicum portion of the ADS program at least for community students so that they may complete all of their requirements.
- A permanent solution to our continued inability to offer the practicum to all ADS students is needed.
- A strategic rotation of courses should be developed to avoid offering unnecessary sections of ADS courses.
- Consider offering ADS courses in face-to-face format. Anecdotal evidence (e.g., verbal statements made by current face-to-face students, and written feedback offered by community students taking ADS courses via correspondence) supports this consideration.

While the new goals should be met as soon as possible, the timeline and activities related to their remedies will be unknown until there is a full-time ADS faculty member in place who is in a position to determine the appropriate activities and timeline necessary to achieve the goals.

D. Alignment between program goals and institutional goals and objectives:

It is evident from the three charts below that the program offerings in ADS map nicely to the PVC Institutional Learning Outcomes. Almost every ILO is checked among the program offerings except for the one focused on Technological Competency. This is due to the fact that ADS courses are offered exclusively via correspondence, and since we must assume no students have access to technology in this modality, we cannot require any students to use technology.

Alcohol and Drug Studies Certificate PLOs to ILOs Mapping Institutional Learning Outcomes	PLO #1 Obtained competencies of knowledge and skill in alcohol and drug treatment.
CRITICAL & CREATIVE THINKING: Students will identify problems and collect data in order to analyze, interpret, explain and evaluate texts, ideas, works of art and scientific and mathematical problems.	X
COMMUNICATIONS: Students will communicate effectively and interactively in written, spoken or signed, and artistic forms.	X
PERSONAL & PROFESSIONAL GROWTH & DEVELOPMENT: Students will develop personal, educational and career goals that promote self-reliance; lifelong learning; and physical, mental and social well-being.	X
INFORMATION COMPETENCY: Students will identify and collect information effectively from a variety of sources and analyze, evaluate and apply information appropriately.	X
TECHNOLOGICAL COMPETENCY: Student will effectively use contemporary technology relevant to their personal and career choices.	
Community and Global Awareness: Students will understand and empathize with diverse cultural, social, religious	X

ADS Specialist 1 PLOs to ILOs Mapping Institutional Learning Outcomes	PLO #1 Obtained basic knowledge of the principles and practices of the field of alcohol and drug treatment..
CRITICAL & CREATIVE THINKING: Students will identify problems & collect data in order to analyze, interpret, explain & evaluate texts, ideas, works of art & scientific & mathematical problems. COMMUNICATIONS: Students will communicate effectively and interactively in written, spoken or signed, and artistic forms.	X
PERSONAL & PROFESSIONAL GROWTH & DEVELOPMENT: Students will develop personal, educational and career goals that promote self-reliance; lifelong learning; and physical, mental and social well-being.	
INFORMATION COMPETENCY: Students will identify and collect information effectively from a variety of sources and analyze, evaluate and apply information appropriately.	X
TECHNOLOGICAL COMPETENCY: Student will effectively use contemporary technology relevant to their personal and career choices.	
Community and Global Awareness: Students will understand and empathize with diverse cultural, social, religious and linguistic differences within and across societies.	X

ADS Specialist II PLOs to ILOs Mapping Institutional Learning Outcomes	PLO #1
CRITICAL & CREATIVE THINKING: Students will identify problems and collect data in order to analyze, interpret, explain and evaluate texts, ideas, works of art and scientific and mathematical problems.	Obtained fundamental skill and knowledge in the principles and practices in alcohol and drug treatment.
COMMUNICATIONS: Students will communicate effectively and interactively in written, spoken or signed, and artistic forms.	X
PERSONAL & PROFESSIONAL GROWTH & DEVELOPMENT: Students will develop personal, educational and career goals that promote self-reliance; lifelong learning; and physical, mental and social well-being.	
INFORMATION COMPETENCY: Students will identify and collect information effectively from a variety of sources and analyze, evaluate and apply information appropriately.	X
TECHNOLOGICAL COMPETENCY: Student will effectively use contemporary technology relevant to their personal and career choices.	
Community and Global Awareness: Students will understand and empathize with diverse cultural, social, religious and linguistic differences within and across societies.	X

5. Curriculum History

A: Courses in the Program

ADS 101 – Introduction to Addiction Studies

ADS 102 – Pharmacology and Physiological Effects of Addiction

ADS 103 – Case Management & Documentation

ADS 104 – Addiction Prevention Education & Outreach/Referral

ADS 105 – Dual Diagnosis and Mental Health Issues (name changed to update terminology starting Fall 2015 to *Co-occurring Disorders and Mental Health Issues*)

ADS 107 – Group and Family Processes

ADS 108 – Codependency and Family Systems

ADS 109 – Substance Abuse in Special Populations

*ADS 150 – Practicum for Alcohol and Drug Studies

B. Courses Not Successfully Offered

*ADS 150 has been offered successfully in the past 6 semesters for incarcerated but not for community students. We do not have a FT faculty member who is qualified to offer this practicum. An adjunct faculty member is currently offering the practicum for incarcerated students.

6. Course Scheduling and Availability

A. Currently, except for the practicum, ADS courses are offered via correspondence only, and even with this limitation, enrollment in the program is high. Many of the students in ADS courses are incarcerated, so we are able to serve this population well while community students can also enroll in ADS correspondence courses. When courses become filled, additional sections are opened to provide optimal availability for all students who meet the prerequisites. Face-to-face sections should be considered to expand the program.

B. How Scheduling Optimizes Student Learning

The wide availability of correspondence courses ensures that students with issues related to transportation or distance can nearly complete their programs of study. The current exceptions include those noted regarding the practicum component, as discussed above, and that face-to-face courses in ADS are not currently an option for community students who prefer to take courses on campus.

7. Student Learning Outcomes

SLO Quantitative Data

Average Percentage Program Learning Outcome #1 for PROGRAM NAME		
Course IDs within the Program that map to PLO#1	% Successful Students ACADEMIC YR 1 ---2014	% Successful Students ACADEMIC YR 2 2015
ADS 101	80	69
ADS 102	89	62
ADS 103	74	84
ADS 105	65	99
ADS 108	69	22
ADS 109	100	93
Average % of Successful students/year	80	72

Average Percentage for all Program Learning Outcomes for PROGRAM NAME			
PROGRAM LEARNING OUTCOME	% Successful Students ACADEMIC YR 1	% Successful Students ACADEMIC YR 2	% Successful Students ACADEMIC YR 3
PLO #1	80	72	n/a
Average % of Successful Students by Year	80	72	n/a

SLO Action Plans

In the table below, action plans in ADS made since our last program review are described.

Program Name	Associated PLO #	Course IDs Affected	Identified Gap	Action Plans	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
ADS	1	ADS 101	n/a	Monitor future data. Make adjustments as necessary. Otherwise continue to emphasize assns. & readings related to success.	Monitor Assessment Data	n/a	n/a
ADS	1	ADS 102	Overall success rate decreased over time	New textbook, decreased exam length, open book exams due to reference nature of text	Monitor Assessment Data	In process	2015---16

Program Name	Associated PLO #	Course IDs Affected	Identified Gap	Action Plans	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
ADS	1	ADS 103	Most students met baseline for success for SLO #1, but not for SLO #2	Consider revision of assessment items if pattern continues. Refine SLOs if approp.	Monitor Assessment Data	2015---2016 results were improved, and same gap was not identified.	2014---15
ADS	1	ADS 105	Most students met baseline for success for SLO #1, but not for SLO #2.	Revise assessments if trend continues. Refine SLOs if approp.	Monitor Assessment Data	2015---2016 results were improved, and same gap was not identified.	2014---15
ADS	1	ADS 108	Most students met baseline for success for SLO #1, but not for 2 & 3. Overall success rate decreased over time.	Revise assessments if trend continues. Length of exam shorter now. Refine SLOs if appropriate.	Monitor Assessment Data	In process *See below	2014---15
ADS	1	ADS 109	n/a	Monitor future data. Make adjustments as necessary. Otherwise continue to emphasize assns. & readings related to success.	Monitor Assessment Data	n/a	n/a

*ADS 108 Outcomes - It's important to consider the fact that while the success rate is lower for these assessments, overall course grade success rate is higher. We hope that with the change to the assessments in Fall 2015 we will see a much higher success rate on the assessments. We would like a full-time ADS faculty member so that there is more consistency in the ADS curriculum.

SLO Action Plans A-D

A. The following courses do not have CLOs that have been assessed. CLO Instructor Data worksheets were not submitted by faculty (all adjunct) who taught the following sections:

ADS Courses without CLOS 2014---15	ADS Courses without CLOS 2015---16
ADS 101 (3 sections missing)	ADS 101 (3 sections missing)
ADS 104 (1 section missing)	ADS 104 (1 section missing)
ADS 107.01 (1 section missing)	ADS 107 (1 section missing)
ADS 109.01 (4 sections missing)	ADS 109 (1 section missing)
ADS 150.01 (1 section missing)	

B. N/A

C. No course improvements have been identified.

D. Determine of necessary program improvements are still in their infancy, so none have yet been identified. It's too soon in our institutional assessment process of the ADS program to respond to this item.

8. Course Currency

A. Courses in program, year COR for each reviewed and approved by CRC

ADS 101 – Introduction to Addiction Studies; 12/11/2014

ADS 102 – Pharmacology and Physiological Effects of Addiction; 12/11/2014

ADS 103 – Case Management & Documentation; 12/11/2014

ADS 104 – Addiction Prevention Education & Outreach/Referral; 12/11/2014

ADS 105 – Dual Diagnosis and Mental Health Issues (name changed to update terminology starting Fall 2015 to *Co-occurring Disorders and Mental Health Issues*); 12/11/2014

ADS 107 – Group and Family Processes (currently under review)

ADS 108 – Codependency and Family Systems; 11/13/2014

ADS 109 – Substance Abuse in Special Populations; 11/13/2014

ADS 150 – Practicum for Alcohol and Drug Studies (currently under review)

B. CORs not reviewed/approved within 4 years preceding this report will be updated during the 2015-2016 academic year.

9. Program and Course Coverage

A. Courses taught and who teaches them:

	Full-Time (FT) Only	Adjunct Only	Both FT and Adjunct
ADS 101 – Introduction to Addiction Studies			X
ADS 102 – Pharmacology and Physiological Effects of Addiction	X		
ADS 103 – Case Management & Documentation			X
ADS 104 – Addiction Prevention Education & Outreach/Referral			X
ADS 105 – Dual Diagnosis and Mental Health Issues (name changed to <i>Co-occurring Disorders and Mental Health Issues</i>)			X
ADS 107 – Group and Family Processes			X
ADS 108 – Codependency and Family Systems			X
ADS 109 – Substance Abuse in Special Populations			X
*ADS 150 – Practicum for Alcohol and Drug Studies	<i>*We are currently unable to offer the practicum to non-incarcerated students.</i>		X

B. While the division is currently able to offer an adequate number of sections of all courses in ADS, except for ADS 150 as previously explained, the ADS department currently has no full-time faculty members. Some ADS courses are taught by our FT PSY faculty member whose primary duty is in PSY, and by a variety of adjuncts, some of whom teach full-time in other departments at PVC, such as counseling. While we are currently able to offer an adequate schedule of courses in the ADS Program, except for the practicum, the consistency and quality of some of the courses is questionable due to the large number of people teaching multiple sections of ADS courses.

C. Deficiencies: A full-time ADS faculty member is needed to oversee the program and to reduce the number of ADS courses taught by adjuncts.

10. Professional Development

- A. Due to budgetary constraints, professional development activities have been limited to flex day training, online seminars, and consultation with colleagues.
- B. A budget requests was recently submitted by our division, which included requests for professional development/conference funds. We are hopeful the proposed budget will be approved to allow for ongoing professional development in our division in the future. The need for off-site professional development is recognized in order to foster pedagogical growth and professional connections.

11. Student Successful Completion and Retention

A. Course Completions

Summary of Completion Rates (%)									
Semester	ADS 101	ADS 102	ADS 103	ADS 104	ADS 105	ADS 107	ADS 108	ADS 109	ADS 150
Fall 2011	74	22	44	52	68	66	-	-	100
Spring 2012	80	57	74	56	55	-	78	79	100
Fall 2012	71	50	62	32	55	34	-	-	100
Spring 2013	53	61	75	55	63	-	58	40	100
Fall 2013	82	69	80	85	82	35	56	51	-
Spring 2014	80	82	81	95	67	82	48	52	-
Average %	73	57	69	63	65	45	60	56	100

Discussion of *Summary of Completion Rates Table*

ADS 101: Except for a dip in completion rates in Spring 2013 (53%), we are pleased with the completion rates for this course overall.

ADS 102: Course completion rates have steadily increased over time from a low rate (22%), to a recent above average completion rate (82%). Thus, while the average rate in this review period is lower than acceptable (57%), we are pleased with the positive trend that has occurred over time. Besides the practicum, this is perhaps the most challenging course in ADS, and it is likely that recent solutions to address various issues in this course, including those related to poor performance on exams, have contributed to student motivation to complete the course, and will be reflected in future reviews.

ADS 103: Course completion rates are variable during this review period, but more recently, they are above average. We hope to see this trend continue in the future.

ADS 104: While completion rates were low and more variable in the earlier part of this review period, recently they are above average. We hope to see this trend continue in the future.

ADS 105: There is a curious downward trend in completion rate from the beginning to the middle of this review period, followed by an irregular move back toward a higher rate in more recent semesters. This is an unusual trend that needs to be explored further.

ADS 107: There is a curious downward trend in completion rate from the beginning to the middle of this review period, followed by an irregular move back toward a higher rate in more recent semesters. This is an unusual trend that needs to be explored further.

ADS 108: There is a downward trend in completion rate in this course that needs to be addressed.

ADS 109: There is a downward trend in completion rate in this course that needs to be addressed.

ADS 150: Completion rates in this capstone practicum course are perfect during this review period. We are happy with these results.

Summary of Completion Rates Analysis: Overall, most completion rates are lower than we would like to see for the majority of ADS courses. However, there is a recent tendency toward higher completion rates for the majority of ADS courses, while in a couple of others, there is a downward trend. The success of the ADS program overall warrants having a FT faculty member to oversee it, but we are currently lacking such an individual to tend to the program. When a FT ADS person is in place, they will be intimately engaged with the program, and should be able to effectively identify solutions for courses with deficient completion rates, unless these rates are related more to problems inherent in taking courses as an incarcerated student rather than to instructional issues (see summary below discussion of retention rates table for clarification).

B. Retention

Summary of Retention Rates (%)									
Semester	ADS 101	ADS 102	ADS 103	ADS 104	ADS 105	ADS 107	ADS 108	ADS 109	ADS 150
Fall 2011	88	47	74	82	79	86			100
Spring 2012	84	81	84	74	84		93	93	100
Fall 2012	89	82	70	59	79	46			100
Spring 2013	68	86	79	58	71		62	64	100
Fall 2013	82	85	80	85	82	52	83	65	
Spring 2014	89	100	96	100	83	82	81	74	
Average %	83	80	81	76	80	67	80	74	100

Discussion of *Summary of Retention Rates Table*

ADS 101: Retention rates are typically well above average in this course. We are pleased with these rates.

ADS 102: With the exception of the earliest semester included in this review, retention rates for this course are above average, and we are pleased with these rates.

ADS 103: Course retention rates above average. While they were already good earlier in this review period, they are recently excellent.

ADS 104: Retention rates vary during this review period, with a slight downward trend initially, followed by a significant increase in the two most recent semesters in this analysis. We hope to see this trend continue.

ADS 105: Retention rates are steady and above average. We are pleased with these rates.

ADS 107: These is a curious downward trend below average, however, the most recent retention rate is above average and we hope to see this trend continue in the future.

ADS 108: These is a curious downward trend below average, however, retention rates for the two most recent semesters in this review are above average, and we hope to see this trend continue.

ADS 109: There is a slight downward trend in retention rates for this course over time, however, the most recent rate in the analysis moved in an upward direction and is slightly above average (74%). We hope to see this upward trend continue.

ADS 150: The retention rate in this capstone practicum course is perfect, and we are pleased that the success rate for students who make it to the end of their program is excellent.

Summary of Retention and Completion Rates Analyses: It is interesting that while retention rates are very good in most cases, corresponding completion rates aren't as successful. ADS courses are currently taught exclusively in the correspondence modality, and the majority of students who are enrolled in this program are incarcerated. Due to the unpredictable environment in prisons that don't lend themselves to student success, it is possible that while inmate students enroll in courses with every intention of completing them, a variety of factors interfere with their ability to ultimately complete a course, and they aren't able to drop a course before the deadline even if they intend to. Relevant factors include lockdowns, quarantines, inability to submit assignments (or drop slips) in a timely manner due to matters out of an incarcerated student's control, such as late receipt of course materials or being away on fire duty during the semester, difficult situations with proctors, lag time in mail being sent back and forth, etc.

It's likely that factors mentioned, among others, interfere with completion, and in some cases, students simply might not be able to drop the course before the deadline, so completion rates might not necessarily be accurate. It would be interesting to compare similar data to other programs or even classes at PVC in which the primary method of teaching is via correspondence, with a large percentage of students who are incarcerated, to see if similar trends emerge. If they do, one might conclude, with enough supporting evidence, that trends such as the ones seen in ADS could be related to issues inherent to being an incarcerated student taking correspondence courses, and not necessarily due to problematic instruction. Experiments would be necessary in order to make cause and effect statements, though, and conducting such an experiment isn't feasible or ethical, thus we will need to rely on correlational data to inform us on this matter.

C. Certificates – type and number of annual awards

Certificate Type:	Year >	2011	2012	2013	2014	Total
Alcohol/Drug Studies Achiev	Certificate - 18-29.9 Units	1		5		6
Alcohol/Drug Studies Spec I	Certificate - 6-17.9 Units	40	49	26	29	144
Alcohol/Drug Studies Spec II	Certificate - 6-17.9 Units	29	20	24	38	111
Totals:		70	69	55	67	261

12. Enrollment Trends

Enrollment Trends By Semester					
Term	Prefix	Sec	Course Name	Total #	Semester Average
*Note: Enrollments for ADS 150 were not included in semester averages to avoid artificially low numbers. Enrollment in this capstone practicum course is only 1---2 students per semester, and usually it is only 1.					
2011FA	ADS-101	1	Intro to Addiction Studies	26	
2011FA	ADS-101	2	Intro to Addiction Studies	28	
2011FA	ADS-101	3	Intro to Addiction Studies	29	
2011FA	ADS-102	1	Pharm & Physio of Addiction	32	
2011FA	ADS-103	1	Case Mngmt & Documentation	25	
2011FA	ADS-103	2	Case Mngmt & Documentation	29	
2011FA	ADS-103	3	Case Mngmt & Documentation	28	
2011FA	ADS-104	1	Addiction Prevention Ed	23	
2011FA	ADS-104	2	Addiction Prevention Ed	27	
2011FA	ADS-104	3	Addiction Prevention Ed	24	
2011FA	ADS-105	1	Dual Diagnosis	28	
2011FA	ADS-107	1	Group & Family Processes	25	
2011FA	ADS-107	2	Group & Family Processes	21	
2011FA	ADS-107	3	Group & Family Processes	25	Average #
2011FA	ADS-150	IS	Pract Alco/Drug - *not used in average	1	26
<p>Comments: Enrollments across the board are very good in Fall 2011. There are a few instances in which multiple sections of a course were taught perhaps unnecessarily, and it's likely that enrollment in each section was initially full, but then dropped off after the semester began. This is an indication that fewer sections of certain courses should be offered each semester to optimize enrollment in sections that are taught. Changes like this should be made strategically, combined with a trial and error process, with adjustments made as needed, and noted for future reference.</p>					
2012SP	ADS-101	1	Intro to Addiction Studies	38	
2012SP	ADS-101	2	Intro to Addiction Studies	12	
2012SP	ADS-102	1	Pharm & Physio of Addiction	21	
2012SP	ADS-103	1	Case Mngmt & Documentation	38	
2012SP	ADS-104	1	Addiction Prevention Ed	39	
2012SP	ADS-105	1	Dual Diagnosis	31	
2012SP	ADS-108	1	Codep & Fam Sys	27	Average #
2012SP	ADS-109	1	Subst Abuse Spe	29	29
2012SP	ADS-150	IS	Pract Alco/Drug - *not used in average	1	
<p>Comments: Overall enrollment is high, however, there is lower enrollment in the second section of ADS 101, while enrollment in section 1 of ADS 101 is higher than maximum. It is uncertain why this imbalance occurred, but perhaps initially when a second section wasn't intended to be offered the instructor gave permission to increase the cap, but more students continued to register for the course, the waitlist grew, and another section was added with the hopes it would fill, but it didn't. When the second section was added,</p>					

continued from previous comments section...

students over the cap from section one should have been added to the second section, and it's not clear why this didn't occur.

With respect to ADS 102, which is one of the most challenging courses (pharmacology & physiology) in the ADS program, it is not unusual for students to drop ADS 102 after realizing how challenging it is, and to then enroll it later during a semester when they don't necessarily have a heavy load or other similarly challenging courses. Comments related to ADS 102 are based on student feedback solicited on the final course assignment each semester by the current FT PSY faculty member who has exclusively been teaching ADS 102 since her arrival at PVC in Spring 2013, since the course content is in her area of expertise in PSY.

2012FA	ADS-101	1	Intro to Addiction Studies	14	
2012FA	ADS-101	2	Intro to Addiction Studies	14	
2012FA	ADS-102	1	Pharm & Physio of Addiction	21	
2012FA	ADS-102	2	Pharm & Physio of Addiction	22	
2012FA	ADS-103	2	Case Mngmt & Documentation	21	
2012FA	ADS-103	3	Case Mngmt & Documentation	14	
2012FA	ADS-104	1	Addiction Prevention Ed	19	
2012FA	ADS-104	2	Addiction Prevention Ed	15	
2012FA	ADS-105	1	Dual Diagnosis	19	
2012FA	ADS-105	2	Dual Diagnosis	13	
2012FA	ADS-107	1	Group & Family Processes	22	
2012FA	ADS-107	2	Group & Family Processes	15	Average #
2012FA	ADS-107	3	Group & Family Processes	16	17
2012FA	ADS-150	IS	Pract Alco/Drug - <i>*not used in average</i>	2	

Comments: Overall enrollment during this semester is lower than we would like to see, and is likely affected by offering too many sections of the same course within a semester.

2013SP	ADS-101	1	Intro to Addiction Studies	30	
2013SP	ADS-101	2	Intro to Addiction Studies	25	
2013SP	ADS-102	1	Pharm & Physio of Addiction	28	
2013SP	ADS-103	1	Case Mngmt & Documentation	28	
2013SP	ADS-104	1	Addiction Prevention	33	
2013SP	ADS-105	1	Dual Diagnosis	24	
2013SP	ADS-108	1	Codep & Fam Sys	21	
2013SP	ADS-108	2	Codep & Fam Sys	23	
2013SP	ADS-109	1	Subst Abuse Spe	26	Average #
2013SP	ADS-109	2	Subst Abuse Spe	20	26
2013SP	ADS-150	IS	Pract Alco/Drug - <i>*not used in average</i>	2	

Comments: Overall enrollment is improved here compared to the previous semester, however, there are still instances where it appears too many sections of certain courses were offered, contributing to lower average enrollment.

2013FA	ADS-101	1	Intro to Addiction Studies	28	
2013FA	ADS-102	1	Pharm & Physio of Addiction	13	
2013FA	ADS-103	1	Case Mngmt & Documentation	20	
2013FA	ADS-104	1	Addiction Prevention	27	
2013FA	ADS-105	1	Dual Diagnosis	17	
2013FA	ADS-107	1	Group & Family Processes	23	
2013FA	ADS-108	1	Codep & Fam Sys	19	
2013FA	ADS-108	2	Codep & Fam Sys	21	
2013FA	ADS-109	1	Subst Abuse Spe	23	Average #
2013FA	ADS-109	2	Subst Abuse Spe	13	26
<p>Comments: Overall enrollment is good, however, there are still instances where it appears too many sections of certain courses were offered, contributing to lower average enrollment.</p>					
2014SP	ADS-101	1	Intro to Addiction Studies	38	
2014SP	ADS-101	3	Intro to Addiction Studies	19	
2014SP	ADS-102	1	Pharm & Physio of Addiction	11	
2014SP	ADS-103	1	Case Mngmt & Documentation	26	
2014SP	ADS-104	2	Addiction Prevention	21	
2014SP	ADS-105	1	Dual Diagnosis	18	
2014SP	ADS-107	1	Group & Family Processes	17	
2014SP	ADS-108	1	Codep & Fam Sys	22	
2014SP	ADS-108	2	Codep & Fam Sys	17	
2014SP	ADS-109	1	Subst Abuse Spe	28	Average #
2014SP	ADS-109	2	Subst Abuse Spe	19	21
<p>Comments: Overall enrollment is lower than usual, and there are instances where it appears too many sections of certain courses were offered, contributing to lower average enrollment.</p>					

Summary of Enrollment Trends Analysis: With respect to ADS 101 and 102, these courses fall under the area of expertise (behavioral pharmacology) of our current FT PSY faculty member, and are now being taught by this individual (ADS 101 since Spring 2015, and ADS 102 since Spring 2013). As a result, particular attention has been paid to improving the quality of these two courses over time, which should reflect in the analyses in future program reviews. Enrollment in ADS 102 in particular has fluctuated quite a bit in recent history, in part likely due to the challenge of the course, and it may not be necessary to offer it every semester; future data analysis will be telling. In recent semesters up to two sections have made with good enrollment. In the current semester, a new textbook was required, and while we began the semester with good enrollment in two sections, many students in both sections ended up dropping the course because they were not able to get the updated textbook through their facility in a timely manner conducive to successfully completing the course. Now that prisons have had a chance to secure the current text, enrollments should improve, and will perhaps increase temporarily.

Ultimately, we are confident that a combination of changes for improvement in ADS 101 and 102 will positively contribute to student success, enrollment and retention in the future. Changes include more appropriate exams, updated textbooks, improved assignments, and constructive criticism provided by students (voluntarily) on end of the semester course assignments that is taken into consideration as the course is prepared each semester. When a FT ADS faculty member is hired, this attention to detail may be paid to courses the FT faculty member will teach regularly, and assessment data will become more reliable and valid for all ADS courses in the future.

Overall, while there are good enrollment numbers and certificate completions in ADS, a more strategic approach to offering courses in ADS is needed, along with a qualified individual to oversee the practicum so that all students who require it may complete their certificates. Furthermore, it is possible and likely that it isn't necessary to offer some courses in ADS every semester, and that there are too many sections of ADS courses on the schedule within a semester.

There are multiple people who currently teach in ADS, and schedule requests often include the same courses between these individuals each semester, which has likely contributed to unnecessary sections being added to the schedule. A recent note sent out to faculty from the scheduling department (Fall 2015) indicated that additional course sections would only be added as needed for all departments on campus, so in part, a solution has been implemented at the administrative level.

The division should develop a strategic rotation of courses offerings in ADS in a manner similar to that which has been approved in PSY, to avoid the scheduling problems that have been identified here, and to maximize enrollment in sections that are taught, while striving to provide adequate scheduling for student needs. This process will likely require some trial and error.

Finally, face-to-face offerings in ADS are important to consider. Perhaps a logical strategy would be to offer some closed sections of ADS courses that are needed for all certificates so that we can continue to serve inmates. In addition, provide a strategic combination of ADS courses in both face-to-face and correspondence sections would give community students more options. It might be a good idea to limit open sections of certain ADS courses that are offered face-to-face to increase the likelihood that community students would enroll in courses offered on campus. Of course, changes such as these would need to be approached with caution so as not to jeopardize existing successful enrollment numbers in ADS. However, face-to-face offerings in ADS could be a dynamic change that improves the attractiveness of the program to community students. This approach could ultimately help an already successful program reach new heights!

13. Financial Trends

There is currently no money in the budget, to our knowledge, allotted to ADS. Although our FT PSY faculty member regularly teaches in ADS, their salary etc. is paid exclusively out of the PSY budget. It is unknown to the writer of this review which budget is used to pay adjuncts that teach in ADS.

Financial Trends						
	2011---12		2012---13		2013---14	
Department: ADS	Budget	Actual	Budget	Actual	Budget	Actual
Salaries	--	--	--	--	--	--
Benefits	--	--	--	--	--	--
Supplies	--	--	--	--	--	--
Other Operating Expenses/Contract Services	--	--	--	--	--	--
Capital Outlay	--	--	--	--	--	--

14. Facilities and Equipment

A. Support staff is needed for Distance Learning Courses to process incoming work from students in correspondence courses. The volume of work that comes in each week for ADS courses alone is significant, and a good portion of faculty time is spent opening envelopes and sorting work first by course, then by assignment number, and after grading, by location for disbursement to students. Faculty time would be better spent grading the work and offering more feedback to students than on basic clerical tasks.

B. There are no plans for immediate future changes in facilities or equipment in ADS. However, if ADS courses are offered on campus in the future, a classroom space will be required, and it is unknown whether our current facility will successfully accommodate this need.

A valid determination of all ADS facility and equipment needs will ultimately need to be made and reported by a full-time ADS faculty member. It is realistic that identifiable needs will emerge prior to the next Program Review period if a FT ADS faculty member is hired and begins to oversee the ADS Program before then.