

2023-24 Program Review

Program Name: Addiction Studies Program

Program Contact: Maggie de Vera, LMFT

Academic Year: 2022-2023

Status:

Updated on:

INTRODUCTION: WHAT IS PROGRAM REVIEW FOR?

The goal of program review is to assess how well our programs are doing. Program review asks us to:

- Reflect on the state of student learning or support in our disciplines and programs, by discussing:
 - efforts to achieve equity across student populations and modes of delivery;
 - results of assessment activities aimed at improving or researching student learning;
 - new challenges or changes to the program.
- Identify resources that we need to change and improve.

Though program review is tied to accreditation, ultimately, we want program review to be meaningful for us. This means we want to use program review to highlight and celebrate what is working, identify what isn't and to figure out what we can do about it. Program review also provides an opportunity to assess how those things work in practice, and work to improve our practices to be able to serve our students even better. It also serves to create cross-campus understanding and dialogue and make more informed decisions in our teaching and programs. Program review is also an opportunity to advocate for change and for resources by showing need and equity issues that we need additional support to be able to address.

1. Description of Program (200-400 words)

Overview:

College of San Mateo's Addiction Studies Program (AOD Program) is an extremely important and successful Academic/Workforce program. The Program continues to coordinate the goals of the program and curriculum in educating/training addiction and mental health counselors in San Mateo County Behavioral Health Recovery Services.

The goals of the AOD Program are to recruit, assess the student's needs and assist a student's progress through the Foundation courses, Skills training courses and Internship courses; to prepare the student to pass their State certification exam and qualify as a Certified Addiction Counselor.

In addition, an Associates in Arts degree (AA) in Addiction Studies is another option offered at the College of San Mateo. The AOD Program also provides Specialty Certifications in vital areas in the field; Case Management, Co-Occurring Disorders, and Addiction Treatment.

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When the student completes the CSM Certificate Program, they qualify to apply and take the CAADE (California Association of Alcohol/Drug Educators) state exam to become a CATC (Certified Addiction Treatment Counselor). The student has taken the first step in the SAMSHA (Substance Abuse and Mental Health Administration) and CAADE Career Ladder with a stackable credential to continue to achieve an AA degree, BA/BS degree, and MA/MS degree.

Due to the profile of most Addiction Studies students/graduates recovery from various addictions and/or mental health disorders, education is a challenge to pursue a constructive lifestyle.

An Addiction Studies Certificate provides opportunities for employment in numerous Behavioral Health Clinics throughout the Bay Area while pursuing additional educational goals. Students in the program become “role models” in their families, friends, and communities, often being the first generation to enter college. The Addiction Studies Program has a remarkably diverse student population, students coming from jail or the prison population into addiction treatment, then enrolling into college. Recently Professional Mental Health, Social Work and Medical Doctors have been enrolled in the Program’s courses to increase their knowledge of Addiction and Co-Occurring Disorders and to acquire an Addiction Studies Certificate.

CSM Program graduates have completed various advanced educational degrees. CSM offers many support programs to advise and assist students with language, financial and career/workforce challenges that has resulted in the ongoing success of graduates entering the professional health workforce.

We continue to revise the curriculum, survey and address the student population, clinic’s requests, CSM Addiction Studies Advisory Committee and San Mateo County Behavioral Recovery Services (BHRS) needs and goals. The program is continuing to recruit diverse faculty to represent the various cultural and diverse population student needs. We continue to pursue student scholarships/funding sources locally and statewide.

- **Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served:**

The California Department of Health Care Services has instituted the increased role of Addiction Credentialed Counselors, resulting in an already shortage of Addiction/SUD (Substance Use Disorders) counselors. However, students in the AOD Program were impacted adversely by the Covid Pandemic due to increased workforce demand and getting hired in the field, resulting in reduced student enrollment in courses. Changes in qualifications to obtain employment have

allowed individuals to enter into the field with minimal/no previous experience. This has impacted on the quality of professional experience leading to burn-out and many left the field with no proper work educational experience.

2. Results of Previous Program Review (200-500 words)

- a) Describe the results of your previous Program Review's action plan and identified equity gaps.
- Previous Goals
 - Results Achieved
 - Changes Implemented
 - Plans still in progress
 - Any notable or surprising results and outcomes

- b) Explain any curriculum or programmatic changes since last program review
- To specific courses, or to any discipline as a whole
 - Includes degree, certificate, or course sequences, program delivery or structure, etc.

The previous program review goals included increased recruitment of students in the Spanish-Speaking, Pacific Islander, and Asian communities.

However, due to a change in the industry needs and trends along with the impact on education and enrollments, as well as a change in the Program's Leadership with the retirement of long-time Program Director Angela Stocker, different goals were needed to accomplish.

Maggie de Vera was selected as the new AOD Program Director. Grants were sought and received to do a program redesign and based on that research, an action plan was created. Additional goals included recruitment efforts and scheduling modification for students to complete the program within 1-2 years.

Since Spring of 2023, with the support of the Dean, the Addiction Studies Program has allowed for Fall 2023 thru Spring 2025:

- Increased the number of classes per semester from three/four classes to seven/eight classes.
- Added two summer classes; this is the first time the Addiction Studies Program has offered summer classes since its inception.
- Added one day-class in the Fall 2023 and Spring 2024 semesters; this is the first time the Addiction Studies Program has offered day classes since its inception.
- Created and submitted course requests for approval for two courses: Peer Support Specialist 1 and Peer Support Specialist 2. The courses were approved and will be offered starting Fall 2024.

- c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans

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implemented since last Program Review, including any activities undertaken to address equity or delivery mode gaps. Your summary should explain:

- **SLO/SAO**
Faculty continue to teach and assess student learning outcomes as specified in the individual course outlines. At this point, there is no need to modify the outcomes.

SLO's are based on agreed upon State requirements through the accreditation bodies: CAADE (California Association for Alcohol/Drug Educators) and DHCS (California Dept of Health Care Services) that reflects industry requirements for students needs to succeed in the fields of Addiction Treatment and Peer Support Specialists.

- **Assessment results**
No modification needed.
- **Program improvements implemented**
The AOD Program and scheduling were redesigned and more efforts to promote the programs to the general community.
Grants were provided to allow purchase of podcast equipment to launch the AOD Program's first Podcast.
Grants were also granted to provide four Career Exploration Workshops for the community.
- **What changed?**

Due to industry demand, efforts were implemented described above. An increase in enrollment was observed.

3. Current Program Review (200-400 words)

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

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College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	Latinx 32% White 26% Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45% of our students are the first in their family to go to college.	66% 24 yrs. and under 18% Ages 25-34 17% over 35 yrs.	49% Female 48% Male 3% Non-disclosed or non-binary	13,180 students
Enrollments (duplicated)	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Non-disclosed or non-binary	37,014 enrollments

- a) **Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.
- Findings: What has changed from the previous program review?
 - Analysis: What factors do you feel contribute to these gaps?
 - Resources: If you were granted a resource request, please note what that was and the impact it had.
 - Plans to address opportunity gaps: What has your program done to address these gaps? Include information on:
 - interventions implemented
 - any successes in closing gaps
 - ongoing challenges

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
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<p>1. Enrollment: Overall, the student enrollment, success and retention rates have dropped from the previous program review. Latinx students are highest student population, followed by White students. Females, 40 y/o and over, non-disabled, non-low income, and first generation are also the predominantly higher populations.</p> <p>Enrollments show a decrease in 21-22 from 20-21 but an increase in 22-23 from 21-22.</p> <p>Retention rates show a decrease in 21-22 from 20-21 and a decrease in 22-23 from 21-22.</p> <p>Withdrawal rates show an increase in 21-22 from 20-21 (of a 0%) and also a decrease in 22-23 from 21-22.</p>	<p>Enrollments data are provided, however the percentage rates are skewed. There were a number of accommodations provided to students during 2020 and 2021 to support their success during the challenges incurred from the pandemic. Students during the pandemic from the last program review.</p> <p>Enrollment is increasing, however, much more is needed to outreach to the community organizations, BHRS resources and CSM student special population groups.</p> <p>Mental health, addiction/relapse, and medical issues concerns, since the pandemic support services to address personal issues.</p>	<p>SWF and Perkins Grants and other CSM department support is necessary to continue to redesign the AOD Program and develop a new Peer Support Specialist program to meet industry needs; provide opportunities for some increased recruitment and outreach.</p> <p>CSM Wellness and Counseling services and referrals to other campus and community support services.</p>	<p>To raise enrollments, increased efforts to recruit, outreach, and coordinate with Workforce and Career education programs, and other CSM resources; SM County BHRS Directors, staff, clinics, Community organizations CSM campus organizations.</p> <p>Provide new educational opportunities.</p> <p>Increase the number of and modality of classes.</p> <p>Program Director to provide more support to students, County Depts, and Community organizations.</p>
<p>2. Equity: Equity gaps exist with students of underserved populations and with educational concerns;</p>	<p>Lack of previous education, engage and support students to access appropriate services, open discussion in the classroom settings.</p>	<p>Same as above.</p> <p>CSM's support and educational services as well as County and CBO resources serving marginalized and gap populations.</p>	<p>Faculty continuing to engage in webinars, reach articles, professional conferences to broaden the approach to concerns of racism, diversity and inclusion.</p> <p>Actively market the Program's educational goals, workforce</p>

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<p>Black, Asian and Pacific Islanders are of the lowest enrollments.</p> <p>Lower income and disabled students are also lower in enrollments.</p> <p>Overall, students appear to enroll in and benefit from more online classes.</p>	<p>Less online classes are being offered since the return to in-person classes.</p>		<p>opportunities & campus support services</p>
<p>3. Success:</p> <p>Success rates show a decrease in 21-22 from 20-21 and a decrease in 22-23 from 21-22.</p> <p>Retention rates show a decrease in 21-22 from 20-21 and a decrease in 22-23 from 21-22.</p> <p>Withdrawal rates show an increase in 21-22 from 20-21 (of a 0%) and also a decrease in 22-23 from 21-22.</p>	<p>There has been a change in the industry with increased demand yet a shortage of workforce.</p> <p>There is an increase in employment but hirees are not trained and educated to manage the intensity of treatment issues. They are “burning out” before starting or completing their education and certification.</p> <p>There has also been additional challenges since the Covid pandemic especially with a rise in Mental Health Issues, addiction/relapse, and medical issues concerns, since the pandemic support</p>	<p>See above: 3A boxes 2 and 3.</p>	<p>Bring past graduates of the Program into the classrooms, clinics, community organizations and public announcements.</p> <p>Graduates of the Program can discuss employment opportunities, CSM support.</p> <p>Services to address educational concerns, and due to the quality of the instruction faculty, the transition to additional degrees is a reality. continue to encourage & support students to complete the Certificate Program, Addiction Studies AA degree, Peer Support Specialist Training Program, and Specialty Certifications; To continue through the educational pipeline by continuing to complete/pursue an AA degree through a MA/MS degree and earn Specialty Certifications.</p> <p>Provide Career exploration workshops to the public.</p>

services to address personal issues.	
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- b) **Modes of Delivery equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.
- Changes since last Program Review: What has changed, in terms of gaps, since last program review?
 - Analysis of gaps: What factors do you feel contribute to these gaps?
 - Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
 - interventions implemented
 - any successes in closing gaps
 - ongoing challenges

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Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
<p>In Academic year 20-21, Enrollments were 142 (Dup Headcount).</p> <p>In Academic year 21-22, Enrollments were 97 (Dup Headcount).</p> <p>In Academic year 22-23, Enrollments were 108 (Dup Headcount).</p> <p>Overall rates of enrollments, success, and retention are lower than the last program review. From Spring 2021-Spring 2023, 20 sections were offered. 4 were offered face-to-face and 16 were offered online (distance mode). Student enrollments show 269 overall with 61 face-to-face and 208 synchronous online.</p> <p>Online courses show much higher enrollments across all ethnicities, genders, ages, disabilities, first generation, and income status with most in the mid to high 70 percentile up towards 100. Face-to-face percentages in enrollments show most to be in the 20 percentiles.</p>	<p>The challenges and repercussions of Covid pandemic started to decrease and opportunities to return to campus are increasing.</p> <p>There were fewer face-to-face classes offered with a 1:5 ratio.</p> <p>Students are returning to work/employment with less opportunities and time to take classes.</p> <p>Increased anxiety, depression, and addiction has increased since Covid, impacting the individual in pursuing education causing delays.</p>	<p>Continue to outreach and market the program to CSM students, San Mateo Co Behavioral Health Recovery Services and affiliated organizations, clinics, community programs, and other outreach methods.</p> <p>Continue to increase number of classes and modality types with faculty who can effectively teach specified modality.</p> <p>Develop updated Program recruitment material.</p> <p>Coordinate with CSM Workforce and Career Education.</p>
<p>2. Success/completion :</p> <p>In Academic year 20-21, Success rates: 86.6%, Retention rates: 100%, Withdrawal rates: 0%.</p>	<p>During the pandemic- many students were provided several accommodations; opportunities to withdraw with no negative</p>	<p>Begin the Program outreach to community clinics, organizations, & current students recruiting students to begin the Program courses.</p> <p>The faculty continues to assess and</p>

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<p>In Academic year 21-22, Success rates: 79.4%, Retention rates: 100%, Withdrawal rates: 6.2%</p> <p>In Academic year 22-23, Success rates: 85.2%, Retention rates: 85.2%, Withdrawal rates: 14.8%</p> <p>Success rates show 75.1% overall with 63.9% face-to-face and 78.4% synchronous online.</p> <p>Retention rates show 91.8% overall with 85.2% face-to-face and 93.8% synchronous online.</p> <p>Online courses show much also showed higher success rates across all data for ethnicities, genders, ages, disabilities, first generation, and income status with most in the mid to high 65 percentile up towards 100 with most in the 70-80 percentiles. Face-to-face percentages in success show most in the 30 percentiles through 100 but with most in the 60 percentiles.</p> <p>Online courses show higher (but close) retention across all ethnicities, genders, ages, disabilities, first generation, and income status with a 93.8%. Face-to-face shows a 85.2%.</p>	<p>mark, and more leniency. This artificially affected the success and retention rates. No failing grades were allowed to be assigned at this time.</p> <p>Those who dropped may have been more vulnerable to mental health issues, addiction and relapse, financial and family challenges.</p> <p>Those remaining were most likely to succeed.</p>	<p>support the individual concerns of minority students to create a successful completion of the Program.</p> <p>Communicate the ongoing challenge as expressed by BHRS, clinics, & organizations and work collaboratively to address the issues/gaps.</p> <p>Outreach to community clinics to address the need for minority clients to experience treatment and recovery in specific languages, role models, and educational/workforce opportunities.</p> <p>The faculty and college services are available to support and enhance the Addiction Professional Pipeline for counselors, staff, clinical directors & clinical supervisors</p>
<p>3. Demographics:</p> <p>Enrolled in online/distance learning: African American 100% Asian 67% Hispanic 74% White 80% Female:78%</p>	<p>Acknowledge the increase in demographic representation of minority, gender, ages, First Generation, & Disabled in the Program courses.</p> <p>Market/recruit underserved population groups by publicizing the opportunities in a college education.</p>	<p>Program outreach to community clinics, recovering individuals, culturally specific campus groups, community cultural organizations and Professionals in the county, emphasizing workforce opportunities.</p>

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<p>Male 76% Disabled 77% First Generation 78.1% Low income: 80% Not low income: 76% Ages 25-39 are highest in in the 82-94% range</p>	<p>Any gaps are due to Covid Virus as current/potential students have needed to work more hours to support themselves and their families, therefore, dropping out of their courses or reducing the number of courses each semester.</p>
<p>Success/retention African American 91% / Asian 83% Hispanic 90% White 96% Female:94% Male 93% Disabled 96% First Generation 93.5% Low income: 95.5% Not low income: 95.1%</p>	

(c) **Challenges and Opportunities:** Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, resources, etc.).

Challenges: Since the Covid pandemic, retention and mental health/addiction has been an issue. Students struggle with more personal issues, and face potential relapse and need for additional supportive services, including students with disabilities.

Opportunities: Due to trauma, increased addiction relapse, and mental health issues, this has led to a high demand in Addiction and a newer professional field: Peer Support Specialists. Significant recruitment efforts and program redesign have been implemented. Additionally, College of San Mateo and the SMCCD is now offering free college for San Mateo Residents.

4. Planning

a) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area

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assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps**. Your summary should explain:

- SLO/SAO
 - What will your assessment focus on?
 - Is it discipline/program/service-specific or will it be interdisciplinary/a collaboration between programs or services?
 - Why is it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment plan
 - What is the planned activity or intervention?
 - Describe next steps and the timeline for your SLO/SAO assessment
- Resources for SLO/SAO assessment
 - What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)?

Please see Table:

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
1. Faculty continue to teach and assess student learning outcomes as specified in the individual course outlines and syllabi. At this point, there is no need to modify the outcomes. SLO are based on agreed upon State requirement through the accreditation body- CAADE to DCHS. That reflects industry requirements	Continue the current assessment process in individual courses including Assignments, discussions, exams, presentations, participation, attendance. Continue to monitor overall success and retention rates.	Supportive services, DRC (Disability Resource Center) support services for students, student support each other- peer support, faculty support students. PRIE support in the form of specific data, surveys

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for students needs to succeed in the fields of Addiction Treatment and Peer Support Specialist.		
2. SLO's are reflected upon state requirements.	Core competencies of State (DCHS) Dept.	DCHS guidelines.
3. SLO's are required on specific certifying bodies.	Requirements on educational and internship hours, and readiness for exams set forth by CAADE.	CAADE guidelines.

b) Program goals

Based on your current review of your program's equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans. Please note that whereas SLOs/SAOs involve assessing and measuring a specific skill or knowledge students will be able to do/understand upon successful completion of a course, program, service, and/or degree/certificate, program goals reflect overall aspects of your program or service you hope to improve.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals (see 3a and 3b).

For each goal, you should include:

- A brief description of the issue being addressed (equity gap, etc.)
- What actions you plan to take
- What measurable outcomes you hope to achieve
- A timeline
- Who is responsible
- What support do you anticipate needing in order to achieve your goals and plans, including:
 - Professional development activities
 - Institutional support
 - Collaborations
 - Training
 - Resources

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
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<p>1. Increase student enrollment overall.</p>	<p>CSM AOD Program and County BHRS Dept. identify workforce needs. Recruit students.</p>	<p>Increased enrollments. -When the identified students are enrolled in the Program courses -When said students access scholarships to enhance their education -Students continue to be mentored and supported in reaching their goals -More students acquiring specialty certificates.</p>	<p>Fall 2023, BHRS and CSM Addiction Studies coordinate initial outreach plans</p>	<p>Maggie de Vera, Program Director; CSM AOD Program Faculty; CSM Campus organizations departments; Clara Boyden and Mary Taylor Fullerton, and other relevant BHRS Directors; Community based organization Directors/Leadership.</p>	<p>San Mateo County BHRS extensive resources, CSM Public Relations resources, CSM Administration, Departments, Support Services</p>
<p>2. Acquire scholarships for students to support educational goals to provide support services to ensure and facilitate success.</p>	<p>Utilize CSM Workforce Career Education support and other support services; BHRS county and community resources; State & National opportunities</p>	<p>When students are financially continuing to progress through the required curriculum, students will work only one full-time job. Students can afford attending school and the course materials</p>	<p>Fall 2023 through Fall 2026</p>	<p>Angela Stocker, CSM Addiction Studies Program Director. Workforce and Career Education Departments.</p>	<p>Scholarships from county, state, CSM and private Foundations</p>
<p>3. More collaboration with DCHS, San Mateo County BHRS, Addiction and Mental Health Services to evaluate and update Curriculum goals and objectives for the Addiction Treatment Professionals and Peer Support</p>	<p>Meet with CSM Dean and Faculty; BHRS Directors, Committees, Clinics, community organizations. Work closely with DCHS and CAADE</p>	<p>Recognizing the diverse needs and concerns of each organization, to strategize possible improvements and changes to the CSM Program.</p>	<p>Fall 2021 To Fall 2024</p>	<p>CSM Dean: Creative Arts and Social Science; Angela Stocker, CSM Program Director; CSM AOD Faculty BHRS and CBO Directors</p>	<p>Increased involvement from BHRS Directors, Committees, clinics and community organizations, CSM Administration, Departments and Faculty.</p>

Specialists Industries.					
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5. CE Only

- a) Review the program's available labor market data, as applicable, and explain how the program meets a documented labor market demand. Here are two relevant links:

- [State of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information):
- [Employment data](#) (by Program Top Code) from the State Chancellor's Office

The Addiction Studies Program is very aware and continues to address Behavioral Health Counselors in the Bay Area. We receive numerous counselor employment announcements, especially in San Mateo County. Since DHCS implemented Medi-Cal regulations for Certified SUD (Addiction) Counselors through the County Program Directors, there is a counselor shortage throughout the state. An additional concern is to address the low pay salaries which have been a 30+-year concern.

Therefore, many of our graduates apply and are employed in the BHRS county offices, Jails and Prisons, and/or move out of the Bay Area due to the cost of living. We experience a lack of Spanish speaking counselors in the county and Pacific Islanders/Asian counselors to address the high percentage of clients needing treatment services.

- b) Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.

Please review data

- c) Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting and outcomes of the meeting (updates, changes, new members, etc.).

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The Advisory Committee is in the process of changing membership. Since the last meeting, there have been some retirements, including the original Director of Addiction Studies, Angela Stocker.

The last meeting was in 2022.

d) What strategies have you discussed in your recent Advisory Committee's meetings to meet the needs and challenges of getting people retrained and back to work?

- Overview of program and highlighted problems associated from the pandemic.
- Introduced and open for feedback and Q and A. and the impacts of pandemic of the program.
- The certificate programs and AOD program info.
- Request for help with recruitment.